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COMME EXIGENCE PARTIELLE
DE LA MAÎTRISE EN ÉDUCATION

PAR
CLARISSA FLORES CHONG

ATTITUDES AND MOTIVATION TOWARDS LEARNING SPANISH AS A
THIRD LANGUAGE IN GRADE 11 LEARNERS

JUILLET 2009

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LES ATTITUDES ET LES MOTIVATIONS ENVERS
L'APPRENTISSAGE DE L'ESPAGNOL LANGUE TIERCE CHEZ DES
ÉLÈVES DE SECONDAIRE 5

JUILLET 2009

*A mis adoradas hijas
Irene y Clarissa por su
amor incondicional y
su alegre compañía.*

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LIST OF ABBREVIATIONS

AMTB	Attitude/Motivation Test Battery (Gardner & Lambert, 1972)
ATLL3	Attitude towards learning an L3
ATSPL3	Attitude towards native speakers of an L3
DL3	Desire to learn an L3
LÉ	Langue étrangère
FL	Foreign language
INTFL	Interest towards foreign languages
INSOL3	Instrumental orientation towards learning an L3
INTOL3	Integrative orientation towards learning an L3
L1	First language or native language or mother tongue
L2	Second language
L3	Third language
MIL3	Motivational intensity to learn an L3
PAENCL3	Parents' encouragement to learn an L3
SLA	Second language acquisition
TLA	Third language acquisition

SUMMARY

Reluctance in learning Spanish as a third/foreign language in teenage learners in Trois-Rivières (Quebec, Canada) and the scarcity of studies that addressed the question of these learners' attitudes and motivation towards learning Spanish were the two incentives behind carrying out this study.

This study falls within the framework of research that showed the importance of attitudes and motivation in the learning process (e.g. Baker, 1992; Clément, 1980, 1984; Gardner, 2006, 2007). More precisely, it draws on Gardner's socio-educational model which highlights the different causal and resulting factors related to attitudes and motivation. Within this framework, this study aimed at describing Grade 11 learners' attitudes and motivation towards learning Spanish and at identifying the language skill that best motivates these learners to learn Spanish. More precisely, it aimed at reaching the following objectives: (1) Describe Grade 11 learners' attitudes towards learning Spanish and towards Spanish native speakers and their interest in foreign language learning in general; (2) Describe Grade 11 learners' integrative and instrumental orientations to learn Spanish; (3) Describe Grade 11 learners' motivational intensity and desire to learn Spanish; and (4) Identify which of the four language skills (listening, speaking, reading or writing) that best motivates Grade 11 learners to learn Spanish.

Forty-eight Grade 11 students (25 female and 23 male) aged 16-17 years and enrolled in a Languages Profile program at Séminaire Saint-Joseph in Trois-Rivières (Quebec, Canada) volunteered to participate in the study. They were administered a sociolinguistic questionnaire (El Euch, 2008) and an attitudes and motivation questionnaire (adapted from the *AMTB* (Gardner & Lambert, 1972)). Data were coded following El Euch's and Gardner and Lambert's coding procedures. They were statistically analyzed in order to generate descriptive statistics and comparisons of means (T-Tests).

Results showed that Grade 11 learners' attitude towards learning Spanish was significantly better than their attitude towards native Spanish speakers. While the former was barely positive, the latter was rather neutral. Similarly, their orientations towards learning Spanish were generally neutral even though their integrative orientation was significantly higher than their instrumental orientation. Their motivation to learn Spanish was not that different from their attitudes and orientations. It was moderate, but with a significant difference between motivational intensity and desire to learn Spanish. The desire of Grade 11 learners to learn Spanish was more important than their motivational intensity, i.e. their willingness to put in the effort necessary to learn the language. In addition, results showed that Grade 11 learners had an overall preference for receptive skills (listening and reading) over productive skills (speaking and writing). The language skill that they

preferred most in Spanish was the listening skill and the least preferred skill was the writing skill.

These results were accounted for by the foreign status of Spanish in the context of the study, by some adolescence characteristics and by a self-identity issue related to a conscious or unconscious desire to protect the L1 (French) culture. In addition, external influences such as parents' encouragement to learn the L3 as well as the teacher, the techniques used by the teacher, and the like could also be behind the results of this study.

These different findings have pedagogical implications. In order to improve Grade 11 learners' attitudes and motivation towards Spanish learning, three actions can be taken up: (1) involve learners in some of the decision-making processes that shape classroom learning, (2) consider the L3 culture in the content of the language class, and (3) foster the learners' own motivation and sense of self-determination to learn the L3.

Despite its pertinence, this study has some limitations, especially on the level of the representativeness of the participants in that it focused on learners aged 16-17 and enrolled in one specific high school. Future research should consider involving teenage participants learning Spanish in different contexts in Quebec. Using regression analysis to identify the influential factors on adolescents' attitudes and motivations towards learning Spanish as an L3/FL would also be worth considering.

SOMMAIRE¹

Cette recherche est motivée par la réticence de certains adolescents à apprendre l'espagnol langue tierce (L3) ou étrangère (LÉ) et par l'absence d'études sur leurs attitudes et leur motivation envers l'apprentissage de cette langue. Elle se situe dans le cadre des recherches (ex. : Baker, 1992; Clément, 1980, 1984; Gardner, 2006, 2007) ayant démontré le rôle important que jouent les attitudes et la motivation dans l'apprentissage de langues additionnelles. Elle se situe particulièrement dans le cadre du modèle socio-éducatif de Gardner (2001) qui représente les différents facteurs causatifs et résultants des attitudes et de la motivation.

Le modèle socio-éducatif (voir Figure 1) présente les attitudes comme étant l'élément de base du processus motivationnel. En effet, un individu qui a une attitude positive envers l'apprentissage d'une langue cible sera motivé à persister dans cet apprentissage et prendra plaisir à apprendre la langue cible. Ce comportement résulte de facteurs de nature externe, tels que l'histoire de l'apprenant, le contexte d'apprentissage, l'enseignant, etc., et de nature interne, tels que les différences individuelles. Ces dernières incluent l'intégrativité, c'est-à-dire l'apprentissage de la langue cible dans le but de se rapprocher de la communauté de la langue cible, et les attitudes envers la situation d'apprentissage. L'intégrativité, appelée aussi orientation intégrative, et les attitudes ont une grande influence sur la motivation, qui, selon Gardner, est le moteur de toute situation d'apprentissage d'une langue additionnelle, dans un contexte formel ou informel. Ainsi, la motivation a un effet positif sur les facteurs non-motivationnels, dont les stratégies d'apprentissage, ainsi que sur des facteurs motivationnels, tels que de meilleures possibilités d'emploi, une réussite personnelle ou des raisons académiques. Ce dernier type de facteurs constitue l'orientation instrumentale à apprendre une langue additionnelle.

¹ Ce sommaire est plus long que la version en anglais conformément aux exigences du Comité des études aux cycles supérieurs de l'Université du Québec à Trois-Rivières.

Même si Gardner considère la motivation comme étant le facteur central dans l'apprentissage réussi d'une langue additionnelle, il reconnaît le rôle joué par l'aptitude linguistique dans cet apprentissage. La motivation et l'aptitude linguistique influencent l'apprentissage réussi d'une langue seconde dans un contexte formel. Toutefois, dans un contexte informel, la motivation a plus d'effet que l'aptitude. Enfin, que l'apprentissage se déroule dans un contexte formel ou informel, il aura des conséquences linguistiques et non-linguistiques. Alors que les conséquences linguistiques consistent en la maîtrise de la langue, les conséquences non-linguistiques consistent en des variables tels que l'anxiété, les attitudes, la motivation et la volonté d'utiliser la langue cible.

Dans ce cadre théorique, cette étude vise principalement à décrire les attitudes et la motivation envers l'apprentissage de l'espagnol (L3/LÉ) chez les apprenants de Secondaire 5 ainsi qu'à identifier l'habileté langagière qui les motive le plus à apprendre cette langue. Pour atteindre ces objectifs généraux, quatre objectifs spécifiques ont été fixés: (1) décrire les attitudes des apprenants de Secondaire 5 envers l'apprentissage de l'espagnol, envers les hispanophones et envers leur intérêt pour l'apprentissage des langues étrangères en général, (2) décrire les orientations (instrumentales ou intégratives) des apprenants de Secondaire 5 à apprendre l'espagnol, (3) décrire le niveau d'effort (intensité motivationnelle) et de désir des apprenants de Secondaire 5 à apprendre l'espagnol, et (4) identifier l'habileté langagière qui motive le plus les apprenants de Secondaire 5 à apprendre l'espagnol.

Quarante-huit étudiants (25 femmes et 23 hommes) de Secondaire 5 âgés de 16-17 ans et faisant partie de deux groupes-classes intacts au Séminaire Saint-Joseph à Trois-Rivières (Québec, Canada) ont manifesté leur intérêt à participer à cette étude. Ils ont rempli un questionnaire sociolinguistique (El Euch, 2008) et un questionnaire sur leurs attitudes et leur motivation (adapté de l'*Attitude/Motivation Test Battery (AMTB)* (Gardner & Lambert, 1972). Ce questionnaire avait pour but de

mesurer les variables suivantes : l'attitude envers l'apprentissage de l'espagnol (ATLL3), l'attitude envers les hispanophones (ATSPL3), l'intérêt pour l'apprentissage de langues étrangères (INTFL), l'orientation intégrative pour apprendre l'espagnol (INTOL3), l'orientation instrumentale pour apprendre l'espagnol (INSOL3), l'encouragement des parents pour apprendre l'espagnol (PAENCL3), l'intensité motivationnelle pour apprendre l'espagnol (MIL3) et le désir d'apprendre l'espagnol (DL3). Ces deux dernières variables forment le concept de motivation (Gardner & Lambert, 1972).

Les données ont été codées en suivant la procédure adoptée par El Euch (2008) selon laquelle des codes numériques ont été attribués aux renseignements sociolinguistiques (sexe, éducation des parents, etc.). Pour les attitudes et les orientations, une échelle Likert en cinq points a été utilisée, allant d'un minimum de 1 (négatif ou très faible) à un maximum de 5 (positif ou très élevé). En ce qui concerne les réponses aux questions à choix multiples utilisées pour mesurer la motivation, leur valeur variait de 1 (absence totale de ...) à 3 (habitude/constance de l'intérêt ...). Les réponses ont été analysées statistiquement par le biais du *Statistical Package for Social Sciences* (SPSS) afin de générer des statistiques descriptives, telles que des moyennes et des écarts types, et des comparaisons de moyennes par le biais du Test T.

Les résultats ont montré que l'attitude des apprenants de Secondaire 5 envers l'apprentissage de l'espagnol (ATLL3) était à peine positive alors que leur attitude envers les hispanophones (ATSPL3) était neutre. Le Test T a indiqué une différence significative entre ces deux attitudes. Afin de vérifier si ces attitudes étaient particulièrement reliées à l'espagnol ou si elles s'appliquaient à l'apprentissage d'une L3/LÉ en général, les données relatives à cette question ont été analysées. Contrairement aux résultats relatifs à l'espagnol, l'intérêt des apprenants de Secondaire 5 pour l'apprentissage des langues étrangères (INTFL) s'est avéré clairement élevé.

En ce qui concerne les orientations intégrative et instrumentale, les résultats ont montré que l'orientation intégrative (INTOL3) des apprenants de Secondaire 5 n'était pas très forte. Leur orientation instrumentale (INSOL3), quant à elle, était modérée. Le Test T a montré une différence significative entre les deux orientations. L'orientation intégrative (INTOL3) était plus importante chez les participants que leur orientation instrumentale (INSOL3).

Quant à la motivation des participants, mesurée en termes d'intensité motivationnelle et de désir d'apprendre la langue, elle était en général modérée. Toutefois, le désir des participants d'apprendre l'espagnol (DL3) était significativement plus important que leur intensité motivationnelle (MIL3). En d'autres termes, les participants voudraient bien apprendre l'espagnol mais ne voudraient pas y mettre beaucoup d'effort.

Les résultats ont aussi montré que l'habileté langagière qui motive le plus les apprenants de Secondaire 5 à apprendre l'espagnol est l'écoute. La lecture arrive en deuxième position, suivie par l'expression orale et, enfin, par l'expression écrite. Les Tests T ont montré des différences significatives entre les préférences des apprenants pour chacune des habiletés, sauf entre leurs préférences pour la lecture et l'expression orale où les analyses ont laissé voir une tendance à l'avantage de la lecture.

Bien que ne faisant pas partie des objectifs de la recherche, les données concernant l'encouragement des parents à apprendre l'espagnol ont été examinées. Les résultats ont montré que cet encouragement était modéré indiquant que les apprenants de Secondaire 5 recevaient de leurs parents un niveau raisonnable d'appui pour apprendre l'espagnol.

Ces différents résultats ont été interprétés à la lumière du statut de l'espagnol dans le contexte de cette étude, des caractéristiques des adolescents, de leur identité, de leur histoire et de leur expérience d'apprentissage. Étant donné que l'espagnol est

une langue étrangère au Québec, l'accès à la langue ainsi qu'à des locuteurs natifs de la langue est limitée. Cette situation pourrait être derrière l'attitude à peine positive des apprenants envers l'apprentissage de l'espagnol (ATLL3). En fait, il a été démontré (Csizér & Kormos, 2008b) que des attitudes moins positives envers une langue additionnelle sont dues au peu d'occasions de contact avec les locuteurs de la langue en dehors du contexte d'apprentissage. L'accès très limité à la langue et à ses locuteurs natifs pourrait aussi expliquer l'attitude neutre des participants envers les hispanophones (ATSPL3). En fait, le peu de contact avec des locuteurs natifs ne permet pas le développement d'attitudes clairement positives ou négatives, d'où aussi l'attitude des participants à peine positive envers l'apprentissage de l'espagnol (ATLL3). Cet effet possible des attitudes envers les locuteurs natifs de la langue cible sur les attitudes envers l'apprentissage de la langue cible a été appuyé par plusieurs études (ex. Csizér & Kormos, 2008b; Mihaljevic, 2009; Oller, Hudson & Liu, 1977).

Le statut de l'espagnol dans le contexte de cette étude pourrait également expliquer le niveau modéré de l'orientation instrumentale et le niveau à peine élevé de l'orientation intégrative. Les participants manquent de "bonnes" raisons pour apprendre l'espagnol qu'elles soient de nature instrumentale (voyager, étudier, avoir un emploi, etc.) ou intégrative (se rapprocher de la communauté de la langue cible). Ces niveaux d'orientations pourraient expliquer l'attitude à peine positive envers l'apprentissage de l'espagnol. En effet, plusieurs études (ex. Belmechri & Hummel, 1998; Csizér & Dörnyei, 2005; Gardner, 2007; Kang, 2000) ont démontré l'effet des orientations intégratives et instrumentales sur les attitudes envers l'apprentissage d'une langue additionnelle. Par ailleurs, la différence significative entre les deux types d'orientation en faveur de l'orientation intégrative appuie les résultats d'El Euch (2009) dont l'étude a été menée dans le même contexte social que cette étude, soit Trois-Rivières. Cette différence entre les deux orientations est un aspect positif car la supériorité de l'orientation intégrative sur l'orientation instrumentale prédirait un apprentissage réussi de la langue cible. L'orientation intégrative est corrélée avec la réussite à long terme (Ellis, 1997).

Les attitudes et les orientations des participants pourraient expliquer le niveau modéré de leur intensité motivationnelle ainsi que leur désir d'apprendre l'espagnol. En fait, selon le modèle socio-éducatif de Gardner (2001), le niveau des orientations intégratives et instrumentales d'un individu ainsi que son attitude ont un effet sur l'intensité de sa motivation ainsi que sur son désir d'apprendre une langue additionnelle. Le fait qu'une recherche (El Euch, 2009) sur des adultes bilingues et trilingues effectuée dans le même contexte que cette étude ait donné lieu à des résultats similaires au niveau de l'intensité motivationnelle (MIL3) et du désir d'apprendre l'espagnol (DL3) chez les bilingues porte à croire que les participants de Secondaire 5 étaient des bilingues apprenant une L3 plutôt que des trilingues.

Par ailleurs, le statut de la langue concerne non seulement l'espagnol mais aussi le français. Le fait que le français soit une langue minoritaire au Canada pourrait provoquer chez les apprenants la crainte de l'assimilation (Clément, 1980, 1984). Ainsi, l'attitude à peine positive des participants envers l'apprentissage de l'espagnol (ATLL3) pourrait être expliquée par un désir conscient ou inconscient de protéger leur identité francophone. Cette hypothèse trouve appui dans l'étude de Lasagabaster (2002). Celui-ci a avancé qu'une communauté minoritaire n'appuiera pas des langues internationales autant qu'elle appuiera sa langue première, si cette langue première est une langue minoritaire. Cela pourrait être le cas pour les participants à cette étude. Bien que leur langue maternelle, à savoir le français, soit internationale, elle est minoritaire au Canada et en Amérique du Nord.

En plus du statut de l'espagnol, l'âge des participants pourrait également expliquer les différents résultats. Comme je l'ai expliqué à la section 1.2, certains apprenants de Secondaire 5 sont réticents à s'investir activement en classe. Ce comportement – qui n'est pas exclusif à la classe d'espagnol – est en fait un des différents aspects qui caractérisent l'adolescence et est dû aux différents changements biologiques, psychologiques et sociaux que les adolescents vivent (Gross, 1992). De plus, le fait que plusieurs adolescents choisissent l'espagnol en pensant que ce serait un

moyen facile pour obtenir des crédits démontre des attentes irréalistes en raison d'un manque de maturité. Selon Mantle-Bromley et Miller (1991), les apprenants arrivent parfois à un cours de langue avec des attentes irréalistes. Par conséquent, ils trouvent le processus d'apprentissage moins agréable. Ces différentes caractéristiques liées à l'âge des apprenants pourraient expliquer pourquoi leurs attitudes, leurs orientations et leur motivation étaient généralement caractérisées par la neutralité et la modération. Ces caractéristiques liées à l'âge pourraient également expliquer leurs préférences pour les habiletés réceptives (l'écoute et la lecture) plutôt que pour les habiletés productives (expression orale et écrite).

L'histoire des apprenants est aussi un facteur qui pourrait avoir une influence sur leurs attitudes et leur motivation. L'encouragement des parents à apprendre l'espagnol était modéré. Ainsi, sans le dénigrer, les parents ne valorisaient pas l'apprentissage de l'espagnol. Comme il a été démontré dans plusieurs études (ex. El Euch, 2008; Manzaneda & Madrid, 1997) l'encouragement des parents a un effet significatif sur la motivation de leurs enfants à apprendre.

En plus du statut de la langue, de l'âge, de l'identité et de l'histoire, l'expérience d'apprentissage de l'espagnol est aussi un facteur à considérer. Il est possible que les techniques utilisées par l'enseignante, le contenu des cours, etc., aient eu un effet de « backwash » (Hughes, 2006) négatif sur leurs attitudes envers l'apprentissage de l'espagnol et envers les hispanophones, et, par conséquent, sur l'intensité de leur motivation et leur désir d'apprendre l'espagnol. En fait, selon Nikolov (1999), les attitudes des jeunes étudiants envers l'apprentissage d'une langue sont principalement basées sur l'expérience en classe et sont en grande partie formées par les enseignants. Le fait que l'intérêt des apprenants envers l'apprentissage des langues étrangères en général ait été élevé indique clairement que, même si la présence de l'espagnol dans leur contexte social est limitée, les apprenants avaient un certain intérêt envers l'apprentissage d'une langue étrangère. Néanmoins, leur expérience d'apprentissage pourrait avoir eu une influence négative sur leurs attitudes et sur leur motivation à apprendre l'espagnol en

particulier. Cette expérience d'apprentissage, jumelée au statut de la langue, expliquerait le manque d'appréciation des activités d'expression orale et d'expression écrite, des activités qui mériteraient probablement plus d'attention de la part de l'enseignante. Les techniques d'enseignement et d'évaluation ont probablement causé un effet de « backwash ». Le fait que les participants avaient un intérêt envers l'apprentissage d'une langue étrangère (INTFL) expliquerait, d'abord, le choix de l'espagnol dans leur profil académique, et, ensuite, leur appréciation des habiletés de nature réceptive, soient la lecture et l'écoute. Il est à noter que ce dernier aspect pourrait aussi être dû à leur niveau de compétence en espagnol qui n'est pas assez élevé pour leur permettre d'être à l'aise en expression orale ou écrite. Le penchant des participants vers les habiletés réceptives n'est pas sans avantages. Des activités réceptives, telles que regarder la télévision ou des films, ainsi que la lecture ont un effet positif sur les attitudes et la motivation des apprenants à apprendre une langue additionnelle (El Euch, 2008; Lin, 2002; Morgan & Fuchs, 2007).

Ces différents résultats ont des implications pédagogiques. Dans le but d'améliorer les attitudes et la motivation envers l'apprentissage de l'espagnol chez les apprenants de Secondaire 5, trois pistes d'action ont été proposées. D'abord, impliquer les apprenants dans le processus de prise de décision qui sous-tend l'apprentissage en classe. Liuliene and Metiuniene (2006), par exemple, suggèrent de cueillir des renseignements sur les attitudes des apprenants envers l'apprentissage des langues et sur leurs besoins d'apprentissage avant de concevoir le programme. Ensuite, la deuxième piste consiste à inclure la culture de la L3/LÉ dans le contenu des leçons. Selon Hernández (2006), l'utilisation en classe d'activités pour promouvoir l'intégrativité améliorerait l'habileté orale des apprenants et stimulerait leur intérêt à poursuivre des études dans la langue cible. Enfin, la troisième piste consiste à encourager les apprenants à développer le sens de l'auto-motivation et le sens de l'auto-détermination à apprendre la langue cible. Comme l'a souligné Ushioda (2008), l'apprentissage doit être mené par les besoins, les

objectifs et les intérêts des apprenants. Plus leur motivation est forte, plus ils sont autonomes dans le processus d'apprentissage.

Malgré sa pertinence, cette étude a des limites, surtout au niveau de la représentativité des participants puisqu'elle n'a impliqué que des apprenants âgés de 16-17 ans inscrits dans une seule école secondaire. Des recherches futures devraient considérer un plus grand échantillonnage. De plus, des analyses de régression seraient souhaitables afin d'identifier empiriquement les facteurs influençant les attitudes et les motivations envers l'apprentissage d'une L3 chez des apprenants adolescents. Il serait aussi pertinent d'examiner d'autres types d'orientations ou de motivations chez ces apprenants, telle que la motivation intrinsèque à apprendre une L3/FL. Cette motivation, définie en termes de plaisir intrinsèque que les apprenants ont dans l'apprentissage de la langue cible (Noels, 2001), pourrait davantage expliquer leur intensité motivationnelle et leur désir d'apprendre la langue cible.

INTRODUCTION

The fact of being a native speaker of Spanish and of having learned English as a second language and French as a foreign language in Mexico triggered my interest in language learning as well as my curiosity to understand this process. My teaching experience both in Mexico and in Quebec enhanced this interest and this curiosity and motivated me to examine some key factors in learning Spanish in adolescent Quebecers. Before elaborating on my concern in this issue, I will, first, clarify the concepts of *first language*, *second language*, *third language* and *foreign language*.

A first language (also mother tongue, native language, or L1) is the language a human being learns from birth (Bloomfield, 1994). A second language (L2) is a language learned after the L1. In addition, in pedagogy, an L2 is learned in an environment that provides easy access to that language and to speakers of that language (e.g. English in Quebec). The L2 enjoys a social and political recognition (Gass & Selinker, 2001). Without this recognition and with the absence of an easy access to the language and to its speakers, the language has rather a *foreign* status. Thus, a foreign language (FL) is learned for use in an area where that language is generally not spoken (e.g. Spanish in Quebec or French in Mexico). It can be learned in second place, third place (L3), fourth place (L4), etc. (Gass & Selinker, 2001).

While L2 acquisition (or SLA) has been widely used as a cover term for all types of language learning other than L1, a few researchers argued that it should not be a cover term for third language acquisition (TLA). Cenoz (2000) and Herdina and Jessner (2002) stated that third language (L3) learning is not the mere sum of linguistic systems. According to Cenoz (2000), L3 learning is more complex than L2 learning due to: 1) the order in which languages are learned; 2) sociolinguistic factors, and 3) the psycholinguistic processes involved. As it is not the objective of my study, I will not dwell on these factors here. Nonetheless, I will illustrate the

complexity of L3 learning through the possibilities of variation in learning three languages. Indeed, an L3 can be acquired consequently after L1 and L2, or simultaneously as L2 or after bilingualism. However, in L2 learning, few possibilities of variation exist. Just the order acquisition factor, let alone the other factors, has an effect on L3 competence.

Learning additional languages – whether L2, L3 or Lx – entails an important number of cognitive and affective variables. Cognitive variables include –though not exclusively- intelligence, aptitude and learning strategies. On the other hand, affective variables consist in attitudes, motivation and anxiety, to name only a few. These variables exert an influence on the language learning process and are also influenced by this process (Gardner & MacIntyre, 1992). My learning and teaching background elicited my interest in the variables of affective nature. More specifically, I was curious to understand French speaking teenagers' attitudes and motivation towards learning Spanish as an L3/FL. In addition, I wanted to find out the language skill that motivates them most to learn Spanish. By language skill, I refer to the four basic language skills, i.e. listening, reading, speaking and writing. While the two former skills are receptive, the latter ones are productive. The four skills differ also on the level of the communication mode, oral vs. written.

In this dissertation, I devote Chapter 1 to presenting the problem related to teenagers' attitudes and motivation towards learning Spanish in Quebec. Special attention is devoted to explaining my interest in this issue, the reasons behind this research study and the pertinence to carry it out. In Chapter 2, after describing four theoretical frameworks that involve the concepts of attitude and motivation, I present two studies that examined, in different contexts, learners' attitudes and motivation towards foreign language learning. In Chapter 3, I describe the method used to carry out my research study. Chapter 4 is devoted to the presentation of the results I came to. In Chapter 5, I discuss these results, and relate them to other results presented in Chapter 2 before suggesting ways to contribute to improving Spanish

learning in teenagers. In the concluding chapter, I point to the limitations of this study and suggest paths for future research.

CHAPTER 1

PROBLEM

1.1. Domain of interest

Because of my professional experience as a teacher of Spanish as an L3/FL, attitudes and motivation are of special interest to me. While motivation is one of the most important variables in language learning success, attitudes underlie the motivational process (Clément & Noels, 1996; Gardner, 2006; Gass & Selinker, 2001). My teaching experience has made me intuitively realize the importance of these variables in additional language learning, particularly in the context of Trois-Rivières (Quebec, Canada).

In Trois-Rivières, while English and French are official languages, like it is in Canada as a whole, English is rather an L2 acquired at school starting from the age of 6. However, being part of the province of Quebec, Trois-Rivières is a francophone city. French (L1) is the mostly – if not the exclusively - used language in all spheres of society. As for Spanish (L3), the onset age of learning it differs from a school to another. In some high schools, Spanish learning starts in cycle one, which means at the age of 12, whereas in other schools, it starts in cycle two, which means at the age of 14. The foreign status of Spanish in Trois-Rivières implies a weak social presence of this language outside school. Nonetheless, in high schools, Spanish is increasingly present in the curriculum of Languages profiles. As students' enrollment in these profiles is expanding, influential factors on their Spanish learning are worthy of study.

1.2. Identifying the problem

In Trois-Rivières, high school teachers of Spanish have noticed that even if there are students interested and motivated to learn Spanish, there are also many others for whom Spanish appears to be just a pastime. This observation holds especially true with learners. As a result, teachers have to deal with students reluctant to actively invest themselves in class. For example, some learners seem to be annoyed when their teacher communicates with them in Spanish. Other Grade 11 learners assume that Spanish is an effortless subject. They take it because they believe it would be an easy way to obtain credits. Some other learners are motivated at the beginning of the school year but a few weeks later they lose their initial interest and will not engage in class activities unless there is an academic reward. Even though my Grade 11 learners' reactions and comments could also occur in other school subjects, and even though other factors (the teacher, the teaching approach, the teaching style, etc.) may contribute to this situation, I wanted to find out if the problem Spanish teachers have to deal with could be one of attitudes and motivation towards Spanish learning. Examining this issue entails examining other related issues, namely the attitude towards Spanish native speakers, the interest towards foreign languages, the parents' encouragement to learn an L3 and the orientations, i.e. the reasons, behind learning Spanish (Gardner, 2001). As it is thoroughly explained in Chapter 2, one may want to learn Spanish for integrative reasons – to be closer to the Spanish community, for example – or for instrumental reasons to use Spanish at the work place, for instance.

In addition to describing Grade 11 learners' attitudes and motivation, I was also interested in finding out the language skill (listening, speaking, reading or writing) that best motivated my teenage learners to learn Spanish. As a matter of fact, in my teaching experience I noticed that L2 and L3 learners had different attitudes towards the four language skills. Speaking, for instance, was generally the skill they were

more reluctant to invest themselves in. This observation motivated me to find out if this was only a perception or if my students did dislike speaking.

The educational context I am part of in Trois-Rivières, added to the fact that, to my knowledge, at the time this study was carried out, no study had been conducted on the question of teenage Quebecers' attitudes and motivation towards learning Spanish as an L3/FL, triggered my interest to carry out this research study. In fact, except the studies carried out by El Euch (2008) and Lasagabaster (2002) on adult learners' attitudes and motivation towards learning an L3 or an FL, most studies on attitudes and motivation were related to SLA (e.g. Csizér & Kormos , 2008a; Gardner, 2006; Hernández, 2006;). Therefore, more studies in the field of L3 learning are needed.

1.3. Research pertinence

This research study would help me not only better understand my L3 learners but also to improve my teaching strategies. In fact, to adopt successful language teaching strategies, I needed to know, first, about the attitudes and motivation of my learners, and second, about the repelling and catchy language skills in my learners' view. Identifying motivating language skills could lead Spanish teachers to use these skills to enhance learners' attitudes towards Spanish learning and to establish meaningful links with the less appreciated skills. Once learners realize the meaningfulness of each language skill for them, they will hopefully invest themselves better in the different tasks, i.e. they will be better motivated to learn.

1.4. Research questions

The questions I sought to answer are the following:

1. What are the attitudes of Grade 11 learners towards Spanish and towards Spanish native speakers, and what is their interest in foreign language learning in general?
2. What motivates Grade 11 learners best to learn Spanish: Instrumental or integrative reasons?
3. Are Grade 11 learners motivated to learn Spanish? i.e. are they willing to learn Spanish and to put in the necessary effort in doing so?
4. What is the language skill that best motivates Grade 11 learners to learn Spanish?

CHAPTER 2

THEORETICAL FRAMEWORK

As my study focused on attitudes and motivation in Grade 11 learners, I devote this chapter to these two concepts. In the absence of TLA models of attitudes and motivation, I rely on SLA models to explain these concepts. In fact, even though attitudes and motivation towards L2 learning may be different from attitudes and motivation towards L3 learning, these affective constructs do exist in a learner. It is then highly possible that the factors determining attitudes and motivation are the same in L2 and in L3 learning contexts. The difference may lie in the characteristics of the factors involved which may vary according to the status of the language learned, second or foreign.

Because of the educational and psychological nature of my research study, I will focus on the theories that fall within the social psychology framework and the educational psychology framework. Within the first framework, there are two major motivation models: Gardner's social-educational model (2001) and Clément's socio-contextual model (1984). Similarly, within the second framework, there are two major theories/models relevant to my research study: Crookes and Schmidt's classroom-oriented theory (1991) and Dörnyei's process-oriented model (2003).

2.1. Gardner's socio-educational model

Robert C. Gardner is a pioneer in research on motivation to learn an L2 and its impact on L2 achievement. In his socio-educational model (see Figure 1), he highlighted the effect that different external and internal variables could have on an individual's attitudes and motivation to learn an L2.

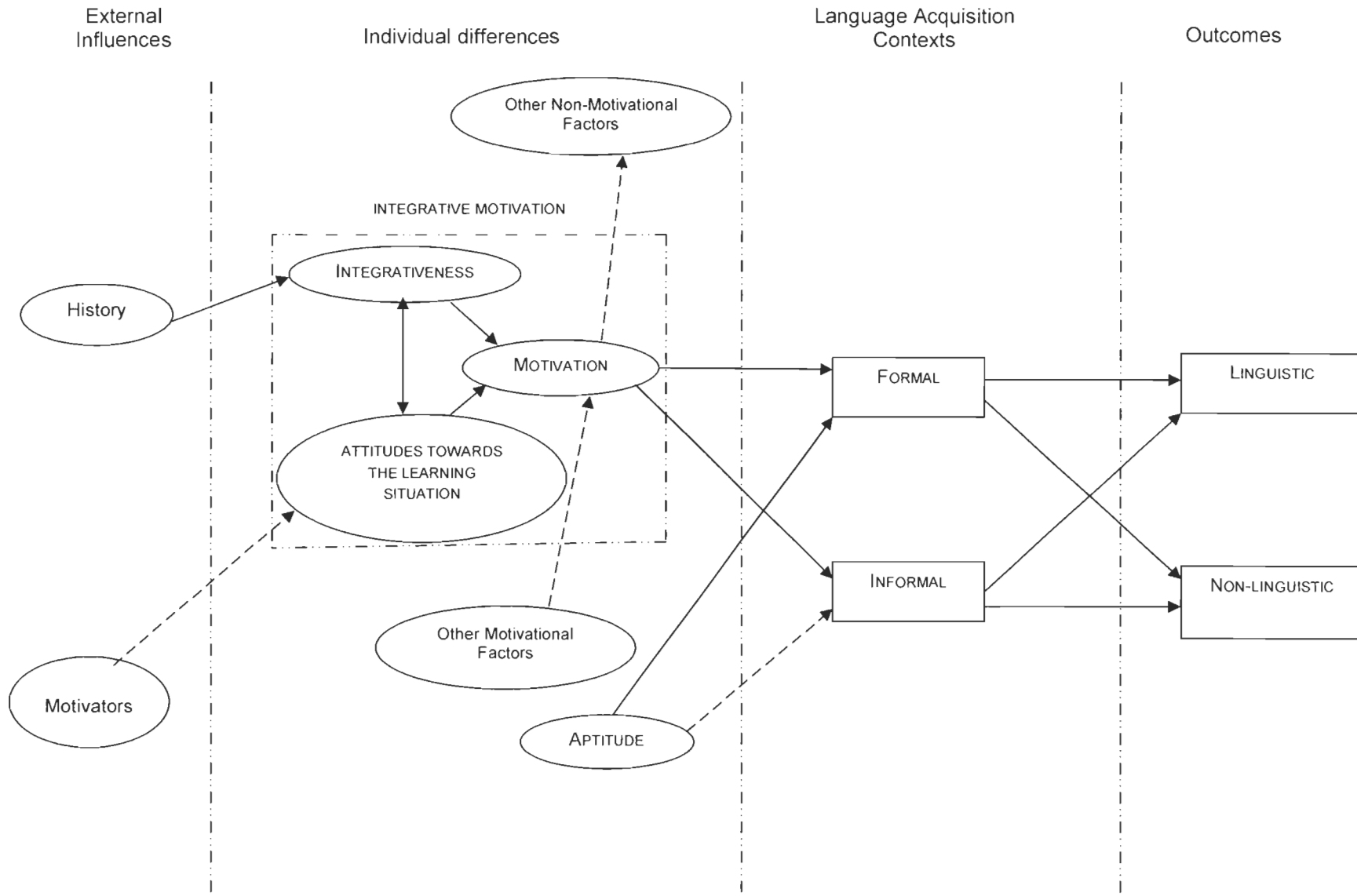


Figure 1. Socio-educational model (Gardner, 2001)

According to Gardner, L2 learning is affected by four major factors: namely external influences, individual differences, language acquisition contexts, and learning outcomes. As illustrated in Figure 1, the learning process starts with the learner's *history*, i.e. with social and personal variables such as beliefs and values. History accounts for the fact that learning an L2 is different from learning any other school subject in that a school subject does not entail any personal conflict. L2 learning, however, involves adopting foreign features (sounds, pronunciation, grammatical structures, etc.) as part of one's self. In addition to the learner's history, the other external factor that first influences L2 learning is *motivators*. Motivators include the teacher, the techniques used by the teacher, the course program, the activities, and the like. Both history and motivation have an effect on individual differences.

While history has an effect on *integrativeness*, motivators have an effect on *attitudes towards the learning situation*. Integrativeness, "reflects a genuine interest in learning the second language in order to come closer psychologically to the other language community" (Gardner, 2001, p.7). It involves a willingness to open up to the influences of another culture and to experiment emotional identification, which may lead to integrative orientations, i.e. reasons, to learn the language.

As for attitudes towards the learning situation, they refer to attitudes towards any characteristic of the context in which the L2 is learned. Some learners will present more favourable attitudes than others. These differences in attitudes are actually the basis of this model. Together with integrativeness, attitudes towards the learning situation have a major influence on *motivation* which is actually the driving force in any L2 learning situation, whether it is formal or informal.

According to Gardner, motivation involves an effort to learn the language. By effort, Gardner means persistence and consistency from the part of the motivated individual. In addition to effort, the motivated individual shows desire to succeed in L2 learning. Therefore, s/he wants to achieve a goal. A third indicator of motivation

is positive affect. It is expressed by the individual who enjoys the task of learning an L2. These three elements (effort, desire and positive affect) will differentiate a more motivated individual from a less motivated one. However, each of these elements by itself cannot account for motivation. An individual may show effort but may not show desire to succeed which may result in a less enjoyable experience.

As illustrated in Figure 1, motivation, attitudes and integrativeness make up the concept of *integrative motivation* which “is a complex of attitudinal, goal-directed, and motivational attributes” (Gardner, 2001, p. 9). An individual, who is integratively motivated to learn the L2, will show motivation to learn the language, will have the desire to identify with the L2 community and will positively evaluate the learning situation.

According to Gardner, and as shown in Figure 1, motivation has a positive effect on *non-motivational factors*. These include language learning strategies that provide techniques to learn the material and lead to language success. Gardner also believes that there are *motivational factors* that are not directly related to the language learning context but that could have an effect on motivation. These motivational factors include practical reasons to learn a language such as better job opportunities, personal success, and academic goals. This combination of factors is known as instrumental orientation.

Even if Gardner considers motivation to be the central variable in L2 learning success, he acknowledges the role played by language *aptitude*. As illustrated in Figure 1, both motivation and language aptitude influence the learner’s success in L2 learning in a formal context. However, in an informal context, it is motivation that has the most significant influence. It determines if the learner enters in an L2 situation and if so, it is his/her language aptitude that will determine how much s/he will benefit from the experience.

Whether L2 learning takes place in a formal or an informal context, it leads to *linguistic* and *non-linguistic* outcomes. While the former consists in language proficiency, the latter involves anxiety, attitudes, motivation and willingness to use the L2.

Gardner's model was a stepping stone for his *Attitude/Motivation Test Battery* (Gardner & Larriber, 1972). A considerable number of researchers have used this battery in different contexts (e.g. Csizér & Kormos, 2008a; El Euch, 2009; Lasagabaster, 2002) to measure attitudes and motivation towards learning an additional language, be it second or foreign.

2.2. Clément's socio-contextual model

The need to consider the individual's socio-demographic context and the impact that L2 learning and L2 use could have on social identity led Clément (1980, 1984) to represent the motivational process in a model that offered a socio-affective explanation to L2 learning (see Figure 2).

According to Clément (1980), two types of motivational processes may exist within a learner: a primary motivational process and a secondary motivational process. The primary motivational process involves *integrativeness* and is *checked by the fear of assimilation*. More precisely, this primary process involves the learner's affective predisposition towards the target group and is checked by the fear that L2 learning may lead to the loss of L1 language and culture. According to Clément, if the relationship between these two factors is negative, motivation to learn the L2 will be low and the learner will avoid contact with members of the L2 community. If, however, the relationship between these factors is positive, the learner will have a higher motivation to learn the L2 and will rather approach the L2 community members.

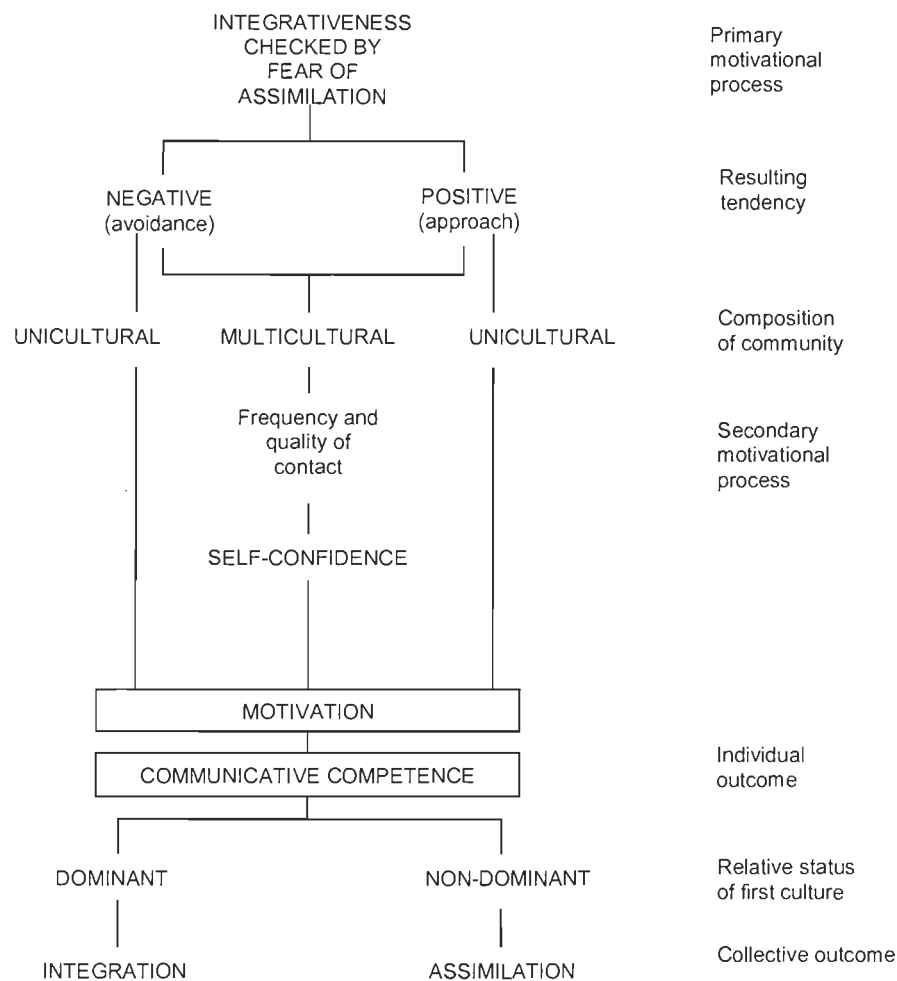


Figure 2. Schematic representation of the motivational process (Clément, 1980)

As for the secondary motivational process, it operates in a multicultural setting. It involves not only integrativeness and is checked by fear of assimilation – like the primary motivational process – but also *self-confidence*. The relationship between integrativeness and fear of assimilation is influenced by self-confidence to use the L2. The level of this self-confidence is determined by interethnic contacts. According

to Clément, frequent and pleasant contacts with the L2 community enhance self-confidence to communicate in L2, which, in turn, leads to the desire to integrate at no cost of assimilation.

Clément holds that in a context where two or more languages coexist, i.e. in a multicultural context, motivation to acquire communicative competence in L2 is a function of both the primary and the secondary motivational processes. In addition, the importance of each of these variables depends on the status of L1 and of L2. Hence, if the L1 culture is dominant, the individual would not fear losing his first language or culture and would tend to integrate. However, if the L1 culture is non-dominant, the individual would fear losing his L1 and consequently would fear assimilating to the second language and culture.

2.3. Crookes and Schmidt's classroom-oriented theory

While Clément (1980, 1984) granted a special attention to the influences of the social context on L2 learning, Crookes and Schmidt (1991) argued for the importance of influences coming from a smaller context, that of the classroom.

Crookes and Schmidt considered L2 learning as an extended process that occurs inside and outside the classroom and in which the learner plays an active role at different levels of the process. They argued that the connection between motivation and L2 learning is on four levels: (1) *the micro-level*, (2) *the classroom level*, (3) *the syllabus level*, and (4) *factors from outside the classroom*.

The micro-level involves an external factor and an internal factor. The external factor consists in the L2 input while the internal factor has to do with the attention to input. This attention is a necessary condition for language learning and is the behavioural manifestation of motivation. The classroom level involves the activities and techniques used in class within an established routine. In fact, learners are

reassured by this routine because they can rely on it. However, there should be a variety of these activities, tasks and materials in order to keep the learners' interest level high. According to Crookes and Schmidt, learners' motivation depends on the expectancy of success and on the degree of control over the activities. The syllabus level has to do with the selection of content that meets learners' needs and interests through a motivating, efficient and successful program. Motivation is determined by the level of curiosity and interest aroused in learners. Finally, factors from outside the classroom include informal interaction in the L2. However, this interaction greatly depends, on the one hand, on the learner's use of strategies to take advantage of opportunities and, on the other hand, on his/her persistence in using these strategies.

Crookes and Schmidt admitted that it is not easy to assess the role of motivation in informal learning. However, they hypothesized that some strategies can be used to manipulate motivation, such as the selection of appropriate goals and a periodic review of learning situations.

2.4. Dörnyei's process-oriented model

The neglected aspects of the dynamic character of motivation and of its temporal variation led Dörnyei (2003) to suggest a model (see Figure 3) that addressed the variations of motivation over time.

According to Dörnyei, motivation is a function of the learner's level of accomplishment in L2 learning. In his model, the L2 motivational process is divided into temporal stages which describe the progression of an individual's initial wishes and desires that transform into goals and then into operationalized intentions. As these intentions become consolidated within the individual, they lead to the accomplishment of the goal and end with a final evaluation of the process. Three

different stages make up this process: (1) *Preactional stage*, (2) *Actional stage*, and (3) *Postactional stage*.

Preactional Stage	Actional Stage	Postactional Stage
<p>CHOICE MOTIVATION</p> <p>Motivational functions:</p> <ul style="list-style-type: none"> • Setting goals • Forming intentions • Launching actions <p>Main motivational influences:</p> <ul style="list-style-type: none"> • Various goal properties (e.g. goal relevance specificity and proximity) • Values associated with the learning process itself, as well as with its outcomes and consequences • Attitudes towards the L2 and its speakers • Expectancy of success and perceived coping potential • Learners beliefs and strategies • Environmental support or hindrance 	<p>EXECUTIVE MOTIVATION</p> <p>Motivational functions:</p> <ul style="list-style-type: none"> • Generating and carrying out subtasks • Ongoing appraisal (of one's achievement) • Action control (self-regulation) <p>Main motivational influences:</p> <ul style="list-style-type: none"> • Quality of learning experience (pleasantness, need significance, coping potential, self and social image) • Sense of autonomy • Teachers' and parents' influence • Classroom reward and goal structure (e.g. competitive or cooperative) • Influence of the learner's group • Knowledge and use of self-regulatory strategies (e.g. goal setting, learning and self-motivating strategies) 	<p>MOTIVATIONAL RETROSPECTION</p> <p>Motivational functions:</p> <ul style="list-style-type: none"> • Forming causal attributions • Elaborating standards and strategies • Dismissing intentions and further planning <p>Main motivational influences:</p> <ul style="list-style-type: none"> • Attributional factors (e.g. attributional styles and biases) • Self-concept beliefs (e.g. self-confidence and self-worth) • Received feedback, praise, grades

Figure 3. Process-oriented model (Dörnyei, 2003)

The Preactional stage or *Choice motivation* refers to motivational needs that will be generated and that will lead the learner to select the goal to be pursued. It is characterized by initial wishes and desires. At this stage, the functions of motivation are setting goals, forming intentions and launching actions. According to Dörnyei, the main motivational influences are values associated with the learning process itself, as well as with its outcomes and consequences, and attitudes towards the L2 and its speakers, to name only a few (see Figure 3).

The second motivational stage suggested by Dörnyei is the Actional stage, also known as *Executive motivation*. At this stage, the generated motivation is actively

maintained and protected during a particular action, such as studying an L2, where an important number of distractors may influence the learner's attention. At this stage, the functions of motivation are generating and carrying out subtasks, an ongoing appraisal of one's achievement and self-regulation. Various factors can influence motivation such as the quality of the learning experience, the sense of autonomy and the knowledge and use of self-regulatory strategies (see Figure 3).

Finally, the Postactional stage or *Motivational retrospection* refers to the learner's retrospective evaluation of the results obtained. At this stage, the learner shows motivation to pursue certain activities depending on the way s/he has processed past experiences. At this stage, the motivational functions are forming causal attribution, elaborating standards and strategies and dismissing intentions and further planning. Like it is the case with the other stages, different factors may have an effect on motivation such as self-concept beliefs (e.g. self confidence and self-worth) and received feedback (see Figure 3).

Dörnyei's process-oriented model is different from the other models in that the three stages are associated with different motivational components. Hence, an individual may be influenced by some motivational components when s/he is at the pre-actional stage and by other motivational components when s/he is at the action-stage. Similarly, when s/he looks back at achieved goals, another set of motivational components become relevant.

Despite the pertinence of the different models dealt with so far, I chose to carry out my study within the framework of Gardner's socio-educational model. Not only does Gardner's model have an empirical nature that increases its validity (El Euch, 2009), but also it has been widely used and validated in different contexts (e.g. Bernaus *et al.*, 2004; Ellis, 1997; Norris-Holt, 2001). In addition, the value of Gardner's model lies in its inclusiveness and dynamism since "the mention of attitudes suggests that the model is not static but dynamic and cyclical where the outcomes feedback into the model" (Baker, 1992, p. 40). In this sense, the learning experience affects

attitudes which, in turn, affect motivation which, in a never-ending cycle process, affects back the learning experience in the classroom or in other environments.

2.5. Related literature

My research study aimed mainly at describing Grade 11 learners' attitudes and motivation towards learning Spanish as an L3/FL. Since, to my knowledge, no study described these affective variables in teenagers learning an L3/FL, I devote this section to reporting the two studies (El Euch, 2008; Lasagabaster, 2002) that examined adults' attitudes and motivation towards learning an L3/FL and that were carried out within Gardner's socio-educational framework.

2.5.1 Lasagabaster's study (2002)

The undeniable presence of several languages in school curricula nowadays and the small number of studies on attitudes towards multilingualism led Lasagabaster (2002) to carry out a study in the Basque Autonomous Community (BAC) where the L1 is either Basque (minority language) or Spanish (majority language), the L2 is, also, either Basque or Spanish and the L3/FL is English. Lasagabaster's main objective was to analyse Basque undergraduates' attitudes towards Basque, Spanish and English with regard to their integrative and instrumental orientations to learn these three languages. His second objective was to examine the effect of the participants' L1 status on their attitudes towards the three languages in contact (Basque, Spanish and English).

Participants in Lasagabaster's study were 842 undergraduates in the age range of 17 to 50 (50.4% male and 49.6% female). While 73% of the participants had Spanish as an L1, 27% of them had Basque as an L1. They were enrolled in different programs (e.g. engineering, nursery, etc.). They were administered a

questionnaire based on an adaptation of Baker's (1992) and which greatly relied on Gardner's socio-educational model (1985). Participants had the possibility to fill out the questionnaire in the language of their choice (Spanish or Basque). In section 1 of the questionnaire, there were 10 statements aiming at examining integrative and instrumental orientations towards English, Basque and Spanish. In this section, there were also other questions that elicited personal information such as academic year, age, specialization, gender, L1, etc. Section 2 consisted in a holistic questionnaire that examined integrative and instrumental orientations towards the three languages as an entity.

Results showed that, contrarily to the Spanish L1 group, the Basque L1 group's attitudes towards the minority language (Basque) were more positive than towards the two international languages (English and Spanish). The Spanish L1 group had higher integrative and instrumental orientations to learn Spanish and English than the L1 Basque group. However, results on attitudes towards the three languages as an entity with regard to the integrative and the instrumental orientations to learn Basque, Spanish, and English showed no significant differences between the Spanish L1 group and the Basque L1 group. According to Lasagabaster, these results confirmed the influence of the participants' L1 on their attitudes towards Basque, Spanish and English. The Basque L1 group, for instance, clearly showed less positive attitudes towards the two international languages in both orientations than the L1 Spanish group. Lasagabaster explained the differences between the two groups of participants by the fact that the Basque L1 speakers may fear the presence of international languages that may threaten the survival of Basque. The Spanish L1 group may not feel this threat since Spanish is considered an international language. Lasagabaster concluded that the presence of multilingualism in a learner, like it is the case in the Spanish L1 group, may be behind the more positive attitudes towards the acquisition of an L3.

2.5.2 El Euch's study (2008)

In order to test Lasagabaster's hypothesis, El Euch (2008) examined undergraduates' attitudes and motivation towards French (L1), English (L2), and Spanish (L3) in a university context in Trois-Rivières, Quebec. Her objectives were twofold. First, she aimed at comparing bilingual and trilingual undergraduates' attitudes and motivation towards French (L1), English (L2) and Spanish (L3). Second, she aimed at finding out the factors exerting the most significant effects on undergraduates' attitudes and motivation towards each of the three languages. In order to fulfill these objectives, El Euch examined the following dependent variables: attitudes towards French, English and Spanish learning, attitudes towards French, English and Spanish native speakers, interest towards foreign languages and, integrative and instrumental orientations to learn French, English and Spanish. In addition, several independent variables were examined such as age, gender, parents' education, etc.

Participants were 30 French-speaking undergraduates having English as an L2. Thirteen out of thirty had Spanish as an L3. Their age range was 20-42. They first completed a questionnaire that aimed at eliciting demographic and sociolinguistic data (age, gender, education, parents' education, type of school, self-rating measures of French, English and Spanish and exposure to the three languages). Then, they completed an attitude and motivation questionnaire based on the *Attitude/Motivation Test Battery (AMTB)* (Gardner & Lambert, 1972).

Results showed that bilinguals' and trilinguals' attitudes and motivation towards French (L1) and English (L2) were generally similar. Differences between the two groups were found in relation to the L3 since the trilingual group showed better attitudes and motivation towards Spanish (L3) than the bilingual group. As for the participants' interest towards foreign languages in general, both groups showed very high levels of interest. As a matter of fact, this variable aimed to verify if the participants' positive attitudes were towards Spanish particularly, or if they applied to

foreign languages in general. While trilinguals were very interested in foreign language learning in general and had highly positive attitudes towards Spanish learning in particular; bilinguals showed higher levels of interest towards foreign languages in general than towards Spanish learning in particular. According to El Euch, this result confirmed Lasagabaster's (2002) concluding hypothesis according to which the presence of multilingualism in a learner may explain more positive attitudes and motivation towards the acquisition of an L3. El Euch also found that while trilinguals had comparable attitudes and motivations towards English and Spanish, bilinguals showed better attitudes and motivation towards learning English (L2) than towards learning French (L1) and Spanish (L3). In fact, both groups showed that the need for French (L1) was less important than the need for an additional language even if they were part of a francophone community, a minority community in Canada. This result does not support Lasagabaster's finding according to which the minority language group supports the minority language more than international languages.

As for attitudes towards speakers of the three languages, El Euch found that both bilinguals and trilinguals had positive attitudes towards French (L1), English (L2) and Spanish (L3) speakers. However, their attitudes towards French speakers were significantly better than their attitudes towards English (L2) speakers and Spanish (L3) speakers.

As for their integrative and instrumental orientations towards the three languages, El Euch found that bilinguals had higher levels of integrative and instrumental orientations towards English (L2) than towards French (L1) and towards Spanish (L3). As for trilinguals, while their level of integrative orientation towards Spanish (L3) was higher than towards French (L1) and towards English (L2), their level of instrumental orientation was equally high in the three languages but not as high as their level of integrative orientation.

In addition, El Euch found that while bilinguals' and trilinguals' attitudes and motivations were affected to different degrees by the same factors (age, gender, reading and writing skills and father's education), differences between the two groups were found at the levels of the strength and the direction of the correlations. For example, the effect of age was more important in trilinguals than in bilinguals. The younger the learner was, the higher his/her motivation to learn the L3 was. In addition, El Euch found that some significantly influential factors (L1 writing skills, age and parents' education) had an effect on motivation only, while other factors (L2 and L3 reading skills and gender) had an effect on both attitudes and motivation.

Although El Euch and Lasagabaster's studies focused on adult learners, they helped me see attitudes and motivations towards learning a foreign language in different contexts, the Quebec context and the Basque context. With the results of my study, I would be able to see if adolescent learners' attitudes and motivation towards learning a foreign language would be comparable to adult learners' attitudes and motivation towards learning a foreign language.

CHAPTER 3

METHOD

3.1. Type of research

My study is of a quantitative one-shot design type since it did not involve a pre-test and a post-test nor did it call for a control group and an experimental group. It raised questions about attitudes, motivation, orientations and language skills for descriptive purposes since it aimed mainly at describing Grade 11 learners' attitudes and motivation towards Spanish (L3/FL) learning and at identifying the language skill that best motivates these learners to learn Spanish. To reach these general objectives, I set the following four specific objectives:

3.2. Research objectives

1. Describe Grade 11 learners' attitudes towards learning Spanish and towards Spanish native speakers and their interest in foreign language learning in general.
2. Describe Grade 11 learners' integrative and instrumental orientations to learn Spanish.
3. Describe Grade 11 learners' motivational intensity and desire to learn Spanish.
4. Identify which of the four language skills (listening, speaking, reading or writing) best motivates Grade 11 learners to learn Spanish.

3.3. Participants

Forty-eight Grade 11² learners of Spanish as an L3 (25 female and 23 male) participated in my study. They were all students at Séminaire Saint-Joseph in Trois-Rivières (Quebec, Canada) where I had been teaching for 2 years. Participants were in the age range of 16-17. They were all enrolled in a Languages Profile program that offered 8 hours of French (L1), 7 hours of English (L2) and 4 hours of Spanish (L3) in a 9-day sequence. All of the participants had French as an L1, English as an L2 and Spanish as an L3. They had learned French since the beginning of their schooling. Most of them had learned English for 5 years and Spanish for 3 years. The 48 participants were part of two intact classes of 21 and 27 students.

3.4. Instruments

As the instruments used by El Euch (2008) met the needs of my study, I administered them, with permission, to my participants after adding a question aimed at reaching my fourth research objective. This question was added at the end of the first part of the questionnaire. The questionnaire (see Appendix A) was made up of three parts.

The first part aimed at eliciting demographic and sociolinguistic data such as age, gender, parents' education, exposure to Spanish and parents' attitudes towards Spanish. Participants had to put a check mark where the statement applied to them.

The second part measured six variables: attitudes towards learning Spanish as an L3 (ATLL3) (10 items), attitudes towards native Spanish speakers (ATSL3) (10 items), instrumental orientation towards learning Spanish (INSOL3) (4 items),

² Corresponds to "Secondary 5" in Quebec education terminology.

integrative orientation towards learning Spanish (INTOL3) (4 items), interest towards foreign languages (INTFL) (10 items) and parents' encouragement to learn Spanish (PAENCL3) (10 items). Participants had to use a scale that ranged from 1 to 5. Each level of the scale was described by a statement. The different statements were French equivalents of the following: (1) I totally disagree, (2) I do not agree, (3) I neither agree nor disagree, (4) I agree and (5) I totally agree. They were asked to circle the number (1 to 5) that corresponded best to their opinion.

The third part of the questionnaire was devoted to motivation. It measured the two constructs that make up motivation, that is motivational intensity (10 multiple choice items) and the desire to learn Spanish (10 multiple choice items). Participants had to circle the alternative (a, b or c) that described them best. Each alternative expressed a level of intensity.

The last two parts of the questionnaire were adapted from Gardner and Lambert's (1972) by El Euch (2008). The first part was designed by El Euch (2008).

3.5. Data collection

With permission from the school direction, I administered the questionnaire to the two groups of Grade 11 learners after they had signed up on a voluntary basis for participation. I administered the questionnaire in two Spanish periods, one in the morning and one in the afternoon on June 4th, 2008. Participants were told that the study was about language learning and that it was a requisite to obtain a master's degree. They were also told that their participation in the study would be greatly appreciated. The learners who volunteered to participate in the study filled in a consent form (see Appendix B). Data collection took around 25 minutes per group. As a reward for their participation, participants watched a movie, ate doughnuts and drank soda.

3.6. Coding and analysis procedures

Data were coded following the coding procedure adopted by El Euch (2008). Demographic and sociolinguistic data were coded using numerical codes. For example, male participants were coded 1, female participants were coded 2, etc. Data from the second part of the questionnaire and that aimed at measuring attitudes and orientations were given the following values that corresponded to each level of the Likert scale: 1=very negative/very low, 2=negative/low, 3=neutral/moderate, 4= positive/high, and 5=very positive/very high. As for data on motivation and that were measured through multiple choice items, they were given the following values that corresponded to the three levels of intensity: 1=complete absence of..., 2=occasional interest in... and 3=usual/constant interest in.... Data were statistically analyzed by means of the Statistical Package for Social Sciences (SPSS) in order to generate means, standard errors, minimum and maximum values, and comparisons of means. Hence, the techniques used were descriptive statistics and T-Tests.

CHAPTER 4

RESULTS

The descriptive statistics and the T-Test analyses carried out in order to answer the first three research questions brought along the results presented in Tables 1 and 2.

Table 1
Means and standard deviations of attitudinal and motivational variables

	N	Minimum	Maximum	Mean	Standard deviation
ATLL3	48	1.40	5.00	3.60*	0.81
ATSL3	48	1.20	5.00	3.26*	0.67
INTFL	48	2.60	5.00	3.89*	0.60
INTOL3	48	1.00	5.00	3.50*	0.94
INSOL3	48	1.00	5.00	3.00*	0.92
MIL3	48	1.00	2.80	1.85**	0.43
DL3	48	1.30	3.00	1.93**	0.42
PAENCL3	48	1.00	4.40	2.80*	0.84

* Means on a five-level Likert scale.

** Means on a three-level intensity scale.

Table 2

Differences between the learners' attitudinal and motivational variables

Paired factors	d.f.	t	Sig. p
ATLL3 & ATSL3	47	5.02	0.000
INTOL3 & INSOL3	47	5.41	0.000
MIL3 & DL3	47	-2.08	0.043

4.1. Attitudes towards Spanish learning, towards Spanish speakers and interest towards foreign language learning

Results presented in Table 1 (see Means) and illustrated in Figure 4, show that while Grade 11 learners' attitude towards Spanish learning (ATLL3) was hardly positive, their attitude towards Spanish speakers (ATSL3) was neutral, i.e. they neither liked nor disliked Spanish speakers. A T-Test analysis confirmed a significant difference ($t=5.02$, $p<0.000$) between these two variables (see Table 2).

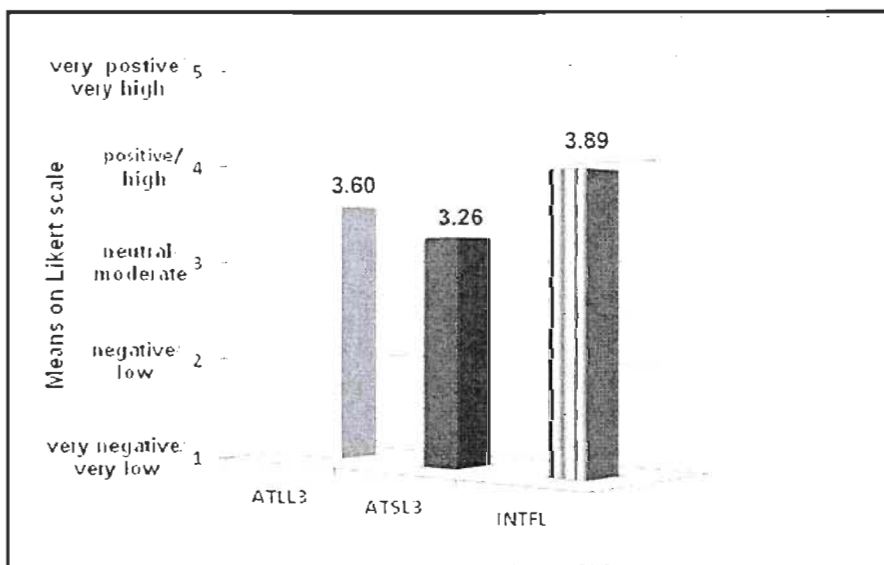


Figure 4. Grade 11 learners' attitudes towards Spanish learning (ATLL3), towards Spanish speakers (ATSL3) and their interest towards foreign language learning (INTFL)

In order to verify if these attitudes were particularly towards Spanish or if they applied to L3/FL learning in general, data related to this issue were analyzed. Contrarily to attitudes towards Spanish learning (ATLL3) and towards Spanish speakers (ATSL3), Grade 11 learners' interest towards foreign language learning (INTFL) proved to be high.

4.2. Integrative and instrumental orientations towards Spanish learning

As mentioned in Chapter 2, there are two kinds of orientations to learn Spanish as an L3/FL: integrative and instrumental. As shown in Table 1 (see Means) and illustrated in Figure 5, Grade 11 learners had an integrative orientation (INTOL3) to learn Spanish that was more than neutral. Without being clearly high, results on integrative orientation showed that Grade 11 learners were rather interested in learning the L3 in order to come closer psychologically to the L3 community. However, results related to their instrumental orientation (INSOL3) were clearly neutral (see Figure 5). Hence, Grade 11 learners did not have a high interest in learning Spanish for pragmatic reasons (e.g. better job or academic opportunities).

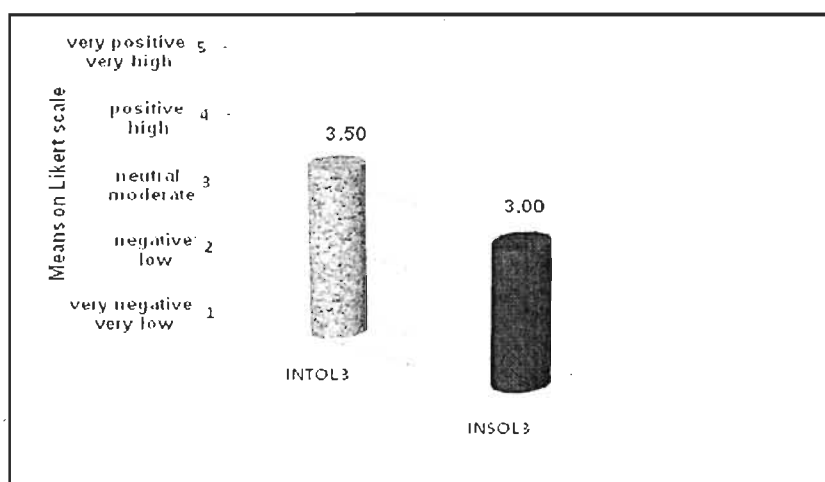


Figure 5. Grade 11 learners' integrative (INTOL3) and instrumental (INSOL3) orientations towards learning Spanish

Even though both orientations were not that important, the T-Test analysis (see Table 2) showed a significant difference between the integrative (INTOL3) and instrumental (INSOL3) orientations ($t=5.41$, $p<0.000$). For Grade 11 learners, the integrative reasons to learn Spanish (INTOL3) were more important than the instrumental reasons (INSOL3).

4.3. Motivational intensity and desire to learn Spanish

As far as motivation is concerned, as explained in Chapter 3, it is measured through two factors: motivational intensity (MIL3) and desire to learn Spanish (DL3). As shown in Table 1 (see Means) and illustrated in Figure 6, both the motivational intensity and the desire to learn Spanish were very close to the value 2 which corresponded to an occasional interest in learning Spanish.

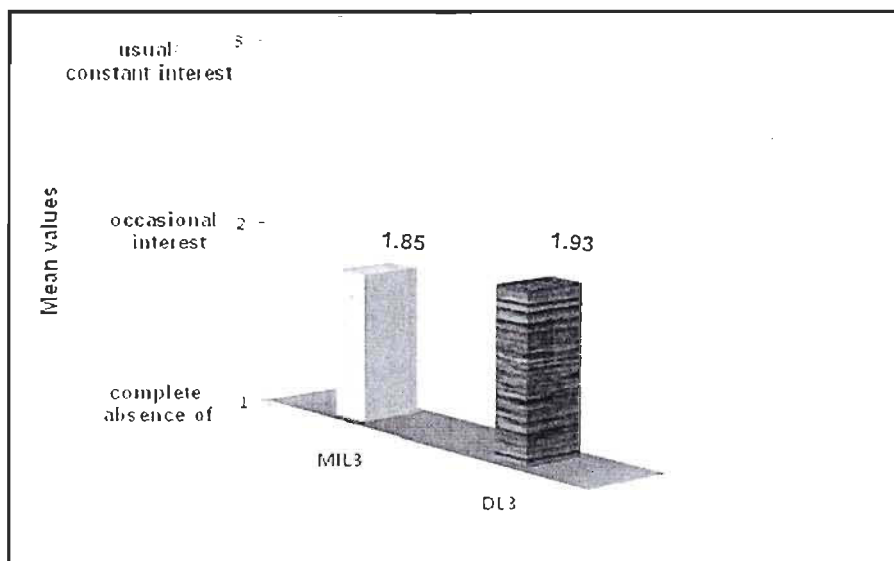


Figure 6. Grade 11 learners' motivational intensity (MIL3) and desire to learn Spanish (DL3)

Even though these results indicated that Grade 11 learners' motivational intensity and desire to learn Spanish were rather moderate, results of the T-Test analysis

(see Table 2) showed a significant difference between the two motivational factors ($t=-2.08$, $p<0.000$). Hence, participants were more willing to make the necessary steps to learn Spanish (desire) than to put in the necessary effort to learn it (intensity).

4.4. Preferences for language skills

My fourth research question aimed at finding out the language skill that best motivated Grade 11 learners to learn Spanish. Results (see Means in Table 3) showed that while listening was, without doubt, the language skill Grade 11 learners preferred most (See Figure 7), reading came in the second position, followed by speaking and lastly writing.

Table 3
Means and standard deviations of learners' preferences for the four language skills in Spanish

Language skill	N	Min.	Max.	Mean	Standard deviation
Reading	48	0	4	2.25	0.83
Writing	48	0	3	1.17	0.51
Speaking	48	0	4	1.83	1.11
Listening	48	0	4	3.48	0.89

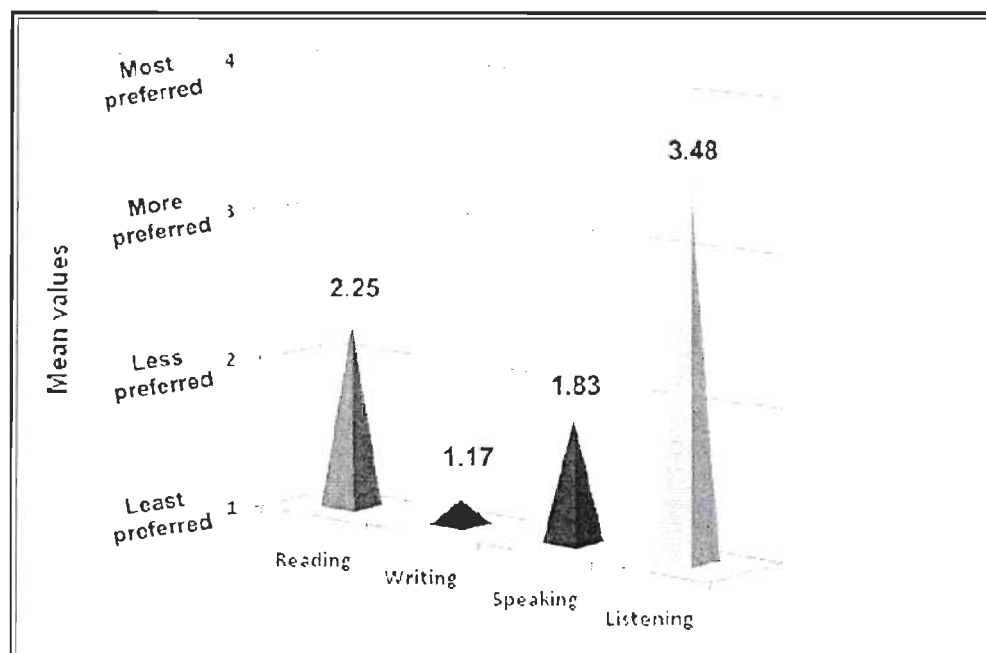


Figure 7. Grade 11 learners' preferences for the four Language skills in Spanish

Even if the mean values (see Table 3 and Figure 7) suggested clear differences in the appreciations of the different language skills, a T-Test analysis was carried out to find out if these differences were significant. Results (see Table 4) showed a clearly significant difference between the different language skills ($p < 0.000$) except between speaking and reading. The p value (0.058) indicated a tendency in favour of reading.

Table 4

Differences between the learners' preferences for language skills in Spanish

Paired language skills	d.f.	<i>t</i>	Sig. <i>p</i>
Reading & Writing	47	8.61	0.000
Speaking & Listening	47	-8.02	0.000
Speaking & Reading	47	1.94	0.058
Speaking & Writing	47	-4.36	0.000
Reading & Listening	47	-6.50	0.000
Writing & Listening	47	-14.14	0.000

4.5. Parents' encouragement to learn Spanish

Even though it was not part of my research objectives, I chose to analyse data related to parents' encouragement towards learning Spanish (PAENCL3), a variable involved in Gardner and Lambert's (1972) *AMTB*. My objective was to see if this factor can be taken into consideration when discussing my Grade 11 learners' attitudes and motivation towards learning Spanish. As shown in Table 1, parents' encouragement to learn Spanish was moderate indicating that Grade 11 learners had a rather reasonable level of support from their parents to learn Spanish as an L3/FL.

CHAPTER 5

DISCUSSION

The results presented in Chapter 4 allowed me to answer my research questions. Hence, I found out that, despite their high interest in foreign language learning, my students – the Grade 11 learners who participated in this study – had a barely positive attitude towards learning Spanish and a significantly lower attitude towards native Spanish speakers. This latter was, nevertheless, neither positive nor negative. It was clearly neutral. As for their orientations towards learning Spanish, they were generally neutral. However, their integrative orientation was more important than their instrumental orientation. Their motivation was not that different from their attitudes and orientations. It was moderate. However, their desire to learn Spanish was stronger than their motivational intensity. In addition, they had a preference for receptive skills, and particularly for reading, over productive skills, especially writing. In this chapter, I discuss these findings in light of the status of Spanish in the context of the study, the learners' age, their self-identity, their history and their language learning experience.

5.1. Possible effects of language status, individual differences and external factors

As mentioned in Chapter 1, Spanish is a foreign language in Quebec. This issue may partly explain my findings. In fact, the scarce access to the language and to native speakers of the language may be behind my learners' hardly positive attitude towards Spanish learning. This was also demonstrated by Csizér and Kormos (2008b) who found that Hungarian high school learners showed less positive attitudes towards English due to the limited amount of contact opportunities with users of English outside the classroom. The very limited access to the language and

to its native speakers may also explain my learners' neutral attitude towards Spanish speakers. In fact, they do not have enough opportunities to know Spanish people to be able to have a particular attitude towards them, be it positive or negative, and consequently to have a clearly positive or negative attitude towards learning the language. This relationship between the attitude towards native speakers of the target language and the attitude towards learning that language was supported by several studies (e.g. Csizér & Kormos, 2008b; Mihaljevic, 2009; Oller, Hudson & Liu, 1977).

The status of Spanish in the context of the study may also explain the moderate level of integrative and instrumental orientations. Even though my learners seemed to have reasons to learn Spanish in order to come closer psychologically to the Hispanic community (integrativeness), these ones were not clearly strong. Furthermore, participants did not seem to perceive practical reasons to learn and to use Spanish (instrumentality) since Spanish is not used outside school. In sum, this lack of "good" reasons to learn Spanish may as well explain their barely positive attitude towards learning the language. Several studies (e.g. Belmechri & Hummel, 1998; Csizér & Dörnyei, 2005; Gardner, 2007; Kang, 2000) demonstrated the effect of instrumental and integrative orientations on the attitude towards learning an additional language.

Even though both levels of orientations were moderate, the integrative orientation level was significantly higher than the instrumental orientation level. This finding confirms similar findings in different studies (Day, Gardner & MacIntyre, 1992; El Euch, 2008, 2009; Gardner & MacIntyre, 1993; Gardner, Lalonde & Moorcroft, 1985; Lasagabaster, 2002) and supports integrativeness over instrumentality in sustaining long-term success when learning an additional language (e.g. Crookes *et al.*, 1991; Gardner & Lambert, 1972).

Orientations, together with attitudes, may account for the moderate level of the participants' motivation and desire to learn Spanish. In fact, following Gardner's

(2001) socio-educational model, the individual's integrative and instrumental orientations have an effect on his/her motivational intensity and desire to learn an additional language. Therefore, Grade 11 learners' lack of opportunities to use Spanish and to get in touch with native speakers of Spanish may not have fostered their desire to learn Spanish nor their willingness to put in the necessary effort to learn it. Similar results were found in El Euch's (2008) bilingual French-English adult participants in Quebec whose motivational intensity and desire to learn Spanish (L3) were rather moderate. My learners' motivational profile is, therefore, similar to El Euch's bilingual participants' profile. This finding might suggest that my learners were more of bilinguals than of trilinguals. They were rather bilinguals learning an L3. The fact that the desire to learn the target language was more important than motivational intensity supports similar findings by Day, Gardner and MacIntyre (1992), El Euch (2008, 2009), Gardner and MacIntyre (1993), Gardner and Masgoret (2003) and Gardner, Tremblay and Masgoret (1997).

So far, I have explained my learners' attitudes, orientations and motivation by the language status factor. This factor does not involve Spanish only but French, as well. The fact that French is a minority language in Canada (as explained in Chapter 1) may bring along the fear of assimilation issue (Clément, 1980, 1984). According to Clément, if the L1 culture is non-dominant, individuals would fear losing their L1 and consequently assimilate to the additional language and culture. As a result, motivation to learn the L3 may be low and the learner may avoid contact with members of the L3 community. Following Clément's theory, my learners' barely positive attitude towards learning Spanish might be explained by a conscious or unconscious desire to protect their self-identity. This assumption finds support in Lasagabaster's (2002) study. He argued that a minority group does not support international languages (e.g. English and Spanish) as much as they support their L1 if their L1 happens to be a minority language. In his study, Basque L1 speakers were afraid of the presence of international languages that may threaten the survival of Basque, a minority language in Spain. This might be the case for Quebec learners whose language is a minority language in Canada and in North America.

In addition to the language status factor, the participants' age may also explain the different results presented in Chapter 4. As mentioned in Chapter 1, some Grade 11 learners were reluctant to actively invest themselves in class. This aloof and withdrawn behaviour – which is not exclusive to the Spanish class – is actually one of the various aspects that characterize the adolescence stage and is due to the different biological, psychological and social changes that teenagers go through (Gross, 1992). In addition to their reluctant behaviour, teenagers sometimes make decisions on the basis of obtaining retributions easily (e.g. taking Spanish as a subject because it is an easy way to obtain credits). Such a decision may denote a lack of maturity from the learners' part. According to Mantle-Bromley and Miller (1991), learners sometimes enter a language class with unrealistic expectations. Therefore, they find the learning process slow, and may become frustrated with their inability to master concepts immediately which may lead to less positive feelings towards both the learning environment and the language being studied. These different characteristics related to the learners' age may explain why their attitudes, orientations and motivation were generally characterized by neutrality and moderation. In addition, they may also account for their preferences for receptive skills (listening and reading) over productive skills (speaking and writing).

My learners' history is also a factor that may have had an influence on their attitudes and motivation. As mentioned in Chapter 4, parents' encouragement to learn Spanish was rather moderate which indicates that parents barely reinforced in their children the relevance of Spanish learning. Several studies demonstrated the effect of parents' encouragement on their children's motivation to learn. Manzaneda and Madrid (1997), for example, found in a study involving high school learners of English in Spain that one of the factors that best motivated learners was the encouragement they received from their parents. El Euch (2008), also, found that the more parents encouraged their children to learn English (L2), the better the children's attitudes towards English speakers were and the stronger their motivational intensity was.

In addition to Spanish status, age, self-identity and history, an important factor that might be behind these results is Grade 11 learners' experience in Spanish learning. It is possible that the techniques used by the teacher – myself –, the course content, and the like, had a negative effect on my learners' attitudes towards Spanish learning and towards Spanish native speakers; and consequently, on their motivational intensity and desire to learn Spanish. In fact, according to Nikolov (1999), the language learning attitudes of younger students, compared to adults, are primarily based on classroom experience and are largely shaped by teachers. The fact that my learners' general interest towards foreign language learning was clearly high indicates that even though the presence of Spanish in the context of this study was limited, my learners had some interest to learn a foreign language. Nevertheless, their learning experience may have had a negative impact on their attitudes and motivation towards learning Spanish in particular. The way I taught and evaluated the different language skills might have been inadequate and might have caused this harmful backwash effect (Hughes, 2006). Findings related to the learners' preferences for the different language skills reflect this possible backwash effect. Learners indicated that while listening is the skill they liked most; writing is the skill they disliked most. Even though these results confirmed my observations in Chapter 1, in that my learners seemed to have different attitudes towards the four language skills and in that speaking was a skill they were reluctant to invest themselves in, they brought along an aspect I did not suspect. Indeed, I did not expect writing in Spanish not to be appreciated by my learners. This dislike or weak preference for speaking and writing may be due on the one hand to my teaching and evaluation techniques, and, on the other hand, to the status of Spanish in the context of the study. Grade 11 learners might not see the point behind working on their productive skills since they would not produce the language in their everyday life. However, their high interest in foreign language learning may explain not only their choice of learning Spanish, as discussed earlier, but also their better appreciation of receptive skills. They may wish to be able to understand Spanish even though they may not be able to communicate. In addition, their L3 language

learning experience as well as their low level of trilingualism may be responsible for their preference for receptive skills. I take this preference positively since different studies (El Euch, 2008; Lin, 2002; Morgan & Fuchs, 2007) showed that receptive activities such as watching TV or films as well as reading have a positive effect on learners attitudes and motivation to learn an additional language. It is then up to me to work on this preference and lead my learners to more positive attitudes and a higher motivation. This does not exclude the work that has to be done on productive skills in order to foster beneficial backwash.

5.2. Pedagogical implications

In order to improve Grade 11 learners' attitudes and motivation towards Spanish learning, I devote this section to suggesting three paths to follow.

My first suggestion draws upon Hernández's (2006) and Liuoliene and Metiuniene's (2006) views about the importance of involving learners in some of the decision-making processes that shape classroom learning. Hernández emphasized the importance of eliciting information about the learners' needs and interests with regard to learning their additional language by administering a questionnaire at the beginning of the school year. This data can be used to provide learners with classroom activities and projects that are consistent with their interests. As for Liuoliene and Metiuniene, they put emphasis on gathering information about learners' attitudes towards language learning and their learning needs before designing the syllabus. This latter would take into consideration the learners' affective profile.

My second suggestion consists in including the Spanish culture in the language class in order to improve the learners' interest to come closer psychologically to the Spanish community. Some studies showed the relevance of the integrative orientation over the instrumental orientation to learn an additional language

(Gardner, 2001; Gardner and Lambert, 1972; Hernández, 2006). The fact that Grade 11 learners showed higher level of integrative orientation to learn Spanish – compared to instrumental orientation – confirms the importance of integrativeness. Hence, the inclusion of the Spanish culture in the class may have a positive effect on attitudes and motivation towards Spanish learning as well as towards Spanish speakers. Hernández (2006) argued that using classroom activities that draw on integrativeness can increase learners' oral proficiency and stimulate their interest in further studies in the target language. He pointed out the importance of using authentic material and situations such as activities and assignments that provide opportunities for learners to interact with the target language community. This may include interviews with native and near-native speakers of Spanish. According to Hernández, such opportunities provide the learner with meaningful occasions to use the language in order to explore the linguistic and cultural differences between their own culture and the target culture. The use of authentic material to support course objectives will not only expose learners to real language but will also stimulate class discussion and small group work which, in turn, will feed the development of productive skills.

My last suggestion consists in fostering the learners' motivation, which goes with Deci and Flaste's (1996) claim that the real aim of educators must be to encourage their learners' own motivation. Even though I have believed for a long time that the teacher is responsible for his/her learners' motivation, several studies showed that the best motivation stems from the learners themselves. Dörnyei (2001) and Ushioda (2008), for example, argued for the importance of fostering the learners' own motivation and sense of self-determination. Ushioda (2008) claimed that learning needs to be driven by the learners' personal needs, goals, and interests. The higher their motivation is, the more autonomous learners wish to be in the learning process. According to Ushioda, learners need to develop certain skills and strategies by setting themselves concrete short-term targets, engaging in positive self-talk, motivating themselves with incentives and self-rewards, and organizing their time effectively in order to cope with multiple tasks and demands. These

suggestions find support in Dörnyei's (2001) claim about the importance of raising learner's awareness of self-motivating strategies through discussion and sharing of experiences. In sum, the teacher has a role to play to promote incentives and foster motivation. However, it is the learner's decision to get involved in the process of his/her own motivation and, therefore, in his/her own language learning process.

CONCLUSION

This study was designed to describe and understand Grade 11 learners' attitudes and motivation towards Spanish learning as an L3/FL in Trois-Rivières (Quebec, Canada). In addition, it aimed at identifying the language skill that best motivates Grade 11 learners to learn Spanish as an L3/FL. Results showed that even though Grade 11 learners' attitude towards Spanish learning was rather positive, this level was barely attained. As for their attitude towards Spanish native speakers, it was significantly lower than their attitude towards learning the language, but was nonetheless neutral. Their motivation to learn Spanish (L3) – examined in terms of desire to learn and intensity of effort – was moderate. However, their desire to learn the language was significantly more important than the intensity of their effort to learn the language. The fact that their level of interest towards learning a foreign language, in general, was very high confirmed the initial assumption that the problem Spanish teachers have to deal with in their classes could be one of attitudes and motivation towards learning Spanish. These different findings, as well as the participants' preference for the receptive skills (listening and reading) over the productive skills (speaking and writing) were explained in light of the status of Spanish in the context of the study, the learners' age, their self-identify, their parents' encouragement and their Spanish learning experience. These various factors actually fit in the broad categories of factors identified by Gardner (2001), namely external influences (history and motivators), individual differences (age and self-identity) and the learning context (language status). The different findings led me to believe that those Grade 11 learners' attitudes and motivation towards learning Spanish need to be boosted up and that the teacher has a paramount contribution to make in this regard. In addition, and as suggested by Crookes and Schmidt (1991), the learner also has an active role to play at the different levels of the learning process. The strategies I suggested in Section 5.2 are means to reach this end.

Even though this study fully addressed my concerns by leading me to answer my various questions, it has, nonetheless, a few limitations. First, the age range of the participants (16-17) and their learning context (Séminaire Saint-Joseph de Trois-Rivières) do not make it possible to generalize the results of this study to all Grade 11 learners in Quebec. Second, in order to empirically investigate the influential factors on the participants' attitudes and motivation, regression analyses should have been carried out. Unfortunately, time constraints prevented me from taking this step. Third, even though the instrument used in this study properly fulfilled its objectives, some questions in part 1 could have been adapted to the context of this study where Spanish has a weak social presence. For example, Q9. *À quelle fréquence regardez-vous des émissions télévisées en espagnol? (How often do you watch TV programs in Spanish?)* could have been: *S'il vous était possible de regarder la TV en espagnol, à quelle fréquence la regarderiez-vous? (If it were possible for you to watch TV in Spanish, how often would you watch it?)*.

On the basis of these limitations, further research should consider a broader age range as well as different learning contexts in Quebec. Carrying out regression analysis would be a must. In addition, such research should consider examining other types of orientations and motivations such as the intrinsic motivation to learn an L3/FL. This motivation is defined in terms of an inherent pleasure that learners have in learning the target language (Noels, 2001). Examining this motivation may lead to a better understanding of the learners' motivational intensity and desire to learn the target language.

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APPENDIX A

Questionnaires

QUESTIONNAIRE

PARTIE 1

Renseignements de base

Code: *(veuillez ne pas remplir ce champ)* _____

Nom et Prénom : _____

Matricule ou code permanent: _____

1. Sexe: Masculin ☐ Féminin ☐

2. Âge: _____ ans.

3. École _____

4. Vous avez fréquenté l'école :

Publique ☐

Privée ☐

Publique et privée ☐

3. Classez ces langues selon l'ordre d'apprentissage. Inscrivez 0 si vous ne connaissez pas la langue.

Français _____

Anglais _____

Espagnol _____

Allemand _____

Italien _____

Autre(s) (spécifiez) : ☐

6. Quelle est votre langue maternelle?

Français ☐

Anglais ☐

Autre ☐ Spécifiez : _____

7. Pendant combien d'années avez-vous appris l'espagnol en classe?

Moins de 2 ans ☐

De 2 à 4 ans ☐

De 4 à 6 ans ☐

De 6 à 8 ans ☐

Plus de 8 ans ☐

8. À votre avis, quel est votre niveau de maîtrise de l'espagnol? Veuillez indiquer le chiffre qui correspond le mieux à votre niveau.

Nul 0	Élémentaire 1	Moyen 2	Bon 3	Excellent 4
------------------------	--------------------------------	--------------------------	------------------------	------------------------------

Lecture	Écriture	Compréhension orale	Production orale

9. À quelle fréquence regardez-vous des émissions télévisées en espagnol?

Jamais	Rarement	4-6 fois / mois	2-3 fois/ semaine	Tous les jours

10. À quelle fréquence écoutez-vous des émissions radio en espagnol?

Jamais	Rarement	4-6 fois / mois	2-3 fois/ semaine	Tous les jours

11. À quelle fréquence lisez-vous en espagnol?

Jamais	Rarement	4-6 fois / mois	2-3 fois/ semaine	Tous les jours

12. Quel est le dernier niveau de scolarité que votre père (ou autre autorité parentale) a complété?

- Aucun ☐
 Primaire ☐
 Secondaire ☐
 Professionnel ☐
 Collégial ☐ Technique ☐ Pré-universitaire ☐
 Université ☐ Certificat ☐ Bacc ☐ Maîtrise ☐ Doctorat ☐

13. Quel est le dernier niveau de scolarité que votre mère (ou autre autorité parentale) a complété?

- Aucun ☐
 Primaire ☐
 Secondaire ☐
 Professionnel ☐
 Collégial ☐ Technique ☐ Pré-universitaire ☐
 Université ☐ Certificat ☐ Bacc ☐ Maîtrise ☐ Doctorat ☐

14. Votre père (ou autre autorité parentale) pense qu'apprendre l'espagnol est :

Très peu important	Peu important	Important	Très important	Extrêmement important
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Votre mère (ou autre autorité parentale) pense qu'apprendre l'espagnol est :

Très peu important	Peu important	Important	Très important	Extrêmement important
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Qu'aimez-vous le plus dans vos cours d'espagnol? Classez ces activités par ordre de préférence **de 1 à 4**. *Inscrivez 1 pour l'activité que vous aimez le moins.*

- Lire et comprendre des textes en espagnol _____
 Écrire des textes (très courts ou longs) en espagnol _____
 Parler en espagnol _____
 Écouter et comprendre l'espagnol _____

PARTIE 2

Directives

Dans les pages qui suivent, vous trouverez des affirmations avec lesquelles certaines personnes sont d'accord et d'autres non. Il n'y a pas de bonnes ou de mauvaises réponses puisque chacun a droit à ses opinions personnelles. Pour que ce questionnaire soit utile, il est très important que vous réagissiez à toutes les phrases avec sincérité et précision. Vous aurez simplement à indiquer votre réponse en encerclant le chiffre qui correspond à votre opinion.

Voici un exemple :

Star Académie est la meilleure émission que le Québec ait jamais connu.

1	2	3	4	5
Je suis tout à fait en désaccord	Je suis en désaccord	Je ne suis ni en accord, ni en désaccord	Je suis en accord	Je suis tout à fait en accord

Pour exprimer leur opinion sur cette affirmation, certaines personnes encercleraient le 1 pour dire « Je suis tout à fait en désaccord » alors que d'autres encercleraient le 5 pour dire « Je suis tout à fait en accord »; enfin, d'autres auraient encerclé une des réponses comprises entre les deux. Le choix que vous exprimez est *votre* opinion; l'important est d'être honnête avec vous-même.

Pour chacune des affirmations qui suivent, nous voulons que vous donniez votre première réaction. Quelques affirmations peuvent se répéter. Ceci est volontaire et a pour but d'assurer la validité du questionnaire. Lisez donc chacune des affirmations et répondez de façon spontanée, selon votre première impression.

1 Je suis tout à fait en désaccord	2 Je suis en désaccord	3 Je ne suis ni en accord, ni en désaccord	4 Je suis en accord	5 Je suis tout à fait en accord
---------------------------------------	---------------------------	---	------------------------	------------------------------------

- | | | | | | |
|--|---|---|---|---|---|
| 1. Ce serait une grande perte si le Québec perdait la culture hispanique. | 1 | 2 | 3 | 4 | 5 |
| 2. Mes parents pensent que parce que le monde est multiculturel, je dois apprendre l'espagnol. | 1 | 2 | 3 | 4 | 5 |
| 3. Les Québécois devraient faire plus d'efforts pour apprendre la langue espagnole. | 1 | 2 | 3 | 4 | 5 |
| 4. J'aimerais mieux consacrer mon temps à des sujets autres que l'espagnol. | 1 | 2 | 3 | 4 | 5 |
| 5. Même si le Canada est relativement éloigné des pays où l'on parle d'autres langues, il est important pour les Canadiens d'apprendre des langues étrangères. | 1 | 2 | 3 | 4 | 5 |
| 6. Apprendre l'espagnol est important pour moi car cela pourra m'être utile un jour pour trouver un bon emploi. | 1 | 2 | 3 | 4 | 5 |
| 7. La plupart des hispanophones sont tellement amicaux et conciliants (faciles à côtoyer) que le Québec est chanceux de les avoir comme citoyens. | 1 | 2 | 3 | 4 | 5 |
| 8. Je déteste l'espagnol. | 1 | 2 | 3 | 4 | 5 |
| 9. Je veux lire les œuvres littéraires étrangères dans leur version d'origine plutôt que traduites. | 1 | 2 | 3 | 4 | 5 |
| 10. Apprendre l'espagnol est important pour moi car cela me permettra de mieux comprendre et d'apprécier l'art et la littérature espagnole. | 1 | 2 | 3 | 4 | 5 |
| 11. J'aime rencontrer et écouter des personnes qui parlent d'autres langues. | 1 | 2 | 3 | 4 | 5 |

1	2	3	4	5	
Je suis tout à fait en désaccord	Je suis en désaccord	Je ne suis ni en accord, ni en désaccord	Je suis en accord	Je suis tout à fait en accord	
12. Si je devais visiter un pays étranger, j'aimerais être capable de parler la langue qu'on y parle.	1	2	3	4	5
13. Les hispanophones constituent un élément stable et fiable de la population du Québec.	1	2	3	4	5
14. Souvent, je souhaite pouvoir lire des journaux et des œuvres écrits dans une langue étrangère.	1	2	3	4	5
15. Apprendre l'espagnol est important pour moi car cela me permettra d'être plus à l'aise avec d'autres citoyens parlant l'espagnol.	1	2	3	4	5
16. Mes parents essaient de m'aider en espagnol.	1	2	3	4	5
17. Mes parents m'incitent à demander l'aide de mon professeur lorsque j'ai des problèmes en espagnol.	1	2	3	4	5
18. Mes parents pensent que je devrais étudier l'espagnol pendant mes études.	1	2	3	4	5
19. Apprendre l'espagnol est important pour moi car j'en aurai besoin dans mon futur travail	1	2	3	4	5
20. Apprendre l'espagnol est important pour moi car cela me permettra de rencontrer et de converser avec un plus grand nombre et une plus grande variété de gens.	1	2	3	4	5
21. J'étudierais une langue étrangère à l'école, même si cela n'était pas obligatoire.	1	2	3	4	5
22. Je souhaiterais pouvoir parler une langue étrangère à la perfection.	1	2	3	4	5
23. Plus je connais les hispanophones, plus je voudrais parler leur langue couramment.	1	2	3	4	5

1	2	3	4	5	
Je suis tout à fait en désaccord	Je suis en désaccord	Je ne suis ni en accord, ni en désaccord	Je suis en accord	Je suis tout à fait en accord	
24. C'est réellement plaisant d'apprendre l'espagnol.	1	2	3	4	5
25. Le dévouement dont les hispanophones font preuve pour le développement et l'amélioration du Québec devrait être apprécié par tous les Canadiens français.	1	2	3	4	5
26. J'aimerais vraiment apprendre plusieurs langues étrangères.	1	2	3	4	5
27. Apprendre l'espagnol est important pour moi parce qu'ainsi je pourrai participer plus librement aux activités offertes par d'autres groupes culturels.	1	2	3	4	5
28. Apprendre l'espagnol est important pour moi car je deviendrai une personne mieux informée.	1	2	3	4	5
29. Mes parents pensent que je devrais consacrer plus de temps à étudier l'espagnol.	1	2	3	4	5
30. Mes parents pensent que je devrais vraiment essayer d'apprendre l'espagnol.	1	2	3	4	5
31. Apprendre l'espagnol est important pour moi car les gens me respecteront davantage si je connais une langue étrangère.	1	2	3	4	5
32. Apprendre une langue étrangère est une expérience agréable.	1	2	3	4	5
33. J'aime les hispanophones.	1	2	3	4	5
34. Je pense que c'est ennuyant d'apprendre l'espagnol.	1	2	3	4	5
35. J'ai l'intention d'apprendre l'espagnol.	1	2	3	4	5

1	2	3	4	5	
Je suis tout à fait en désaccord	Je suis en désaccord	Je ne suis ni en accord, ni en désaccord	Je suis en accord	Je suis tout à fait en accord	
36. J'aimerais connaître plus d'hispanophones.	1	2	3	4	5
37. L'héritage culturel des hispanophones est une partie importante de notre identité québécoise.	1	2	3	4	5
38. Si je devais habiter un pays étranger, je ferais de mon mieux pour apprendre la langue du pays même si je pouvais me faire comprendre en français.	1	2	3	4	5
39. Mes parents m'encouragent à pratiquer mon espagnol le plus possible.	1	2	3	4	5
40. Mes parents montrent un grand intérêt pour tout ce qui se rapporte à mes cours l'espagnol.	1	2	3	4	5
41. Les hispanophones sont sociables et sympathiques.	1	2	3	4	5
42. Apprendre l'espagnol est une perte de temps.	1	2	3	4	5
43. L'espagnol est une partie importante de tout programme scolaire.	1	2	3	4	5
44. Mes parents m'encouragent vraiment à apprendre l'espagnol.	1	2	3	4	5
45. Quand je finirai mes études, j'abandonnerai complètement l'apprentissage de l'espagnol parce que ça ne m'intéresse pas.	1	2	3	4	5
46. J'aime apprendre l'espagnol.	1	2	3	4	5
47. Je trouve ça vraiment agréable d'apprendre l'espagnol.	1	2	3	4	5
48. Mes parents insistent sur l'importance qu'aura l'espagnol lorsque j'aurai fini mes études.	1	2	3	4	5

PARTIE 3

Le but de cette partie du questionnaire est de réagir à chacune des affirmations suivantes en encerclant une seule lettre, soit celle correspondant à la réaction qui vous décrit le mieux. Étant donné que le succès de cette recherche dépend de votre franchise, nous insistons pour que vous répondiez le plus spontanément et honnêtement possible.

1. Lorsque j'entends une chanson en espagnol à la radio:
 - a. je change de station.
 - b. j'écoute la musique en faisant attention aux mots qui sont les plus faciles.
 - c. j'écoute attentivement en essayant de comprendre tous les mots.
2. Si mon professeur demandait à quelqu'un de faire un travail supplémentaire en espagnol:
 - a. je ne serais sûrement pas volontaire.
 - b. j'accepterais seulement si le professeur me le demandait directement.
 - c. j'accepterais sûrement.
3. Je pense à ce que j'ai appris aux cours d'espagnol:
 - a. pratiquement jamais.
 - b. de temps à autre.
 - c. très fréquemment.
4. En considérant la façon dont j'apprends l'espagnol, je peux dire honnêtement que :
 - a. si je réussis, c'est par chance ou parce que je suis intelligent(e), car je travaille très peu.
 - b. j'essaie vraiment d'apprendre l'espagnol.
 - c. je fais juste assez de travail pour réussir.
5. J'écoute la télévision en espagnol...
 - a. jamais.
 - b. le plus souvent possible.
 - c. occasionnellement.
6. Si l'espagnol n'était pas enseigné dans les institutions scolaires:
 - a. je ne me préoccuperais pas du tout d'apprendre l'espagnol.
 - b. j'essaierais de prendre des cours d'espagnol ailleurs.
 - c. j'essaierais d'apprendre l'espagnol dans la vie de tous les jours (lire des journaux et des livres en espagnol, essayer de le parler chaque fois que c'est possible, etc.).

7. Lorsque j'ai de la difficulté à comprendre quelque chose enseignée aux cours d'espagnol:
 - a. je n'en fais pas de cas.
 - b. je demande immédiatement l'aide du professeur.
 - c. je demande de l'aide avant l'examen.
8. Lorsque je reçois mes travaux en espagnol corrigés :
 - a. je les mets quelque part et je les oublie.
 - b. je les recopie en corrigeant les fautes.
 - c. je les relis sans me préoccuper de corriger les fautes.
9. Lorsque je suis à mes cours en espagnol:
 - a. je ne parle jamais.
 - b. je réponds seulement aux questions faciles.
 - c. je lève la main pour répondre le plus souvent possible.
10. Lorsqu'il s'agit de travaux en espagnol :
 - a. je m'en débarrasse.
 - b. je fais un effort, mais pas autant que je pourrais.
 - c. je travaille très attentivement pour être certain(e) de tout comprendre.
11. Pendant les cours en espagnol, j'aimerais :
 - a. que l'on parle seulement en espagnol.
 - b. que l'on mélange le français et l'espagnol.
 - c. que l'on parle le plus possible en français.
12. Si j'avais le choix de suivre ou non tous les cours en espagnol :
 - a. je ne sais pas si je les suivrais ou non.
 - b. je les suivrais certainement.
 - c. je préférerais que les cours soient en français.
13. Si j'en avais l'occasion, je lirais des revues et des journaux en espagnol:
 - a. le plus souvent possible.
 - b. pas très souvent.
 - c. jamais.
14. Je pense qu'étudier l'espagnol est:
 - a. très intéressant.
 - b. n'est pas plus intéressant que la plupart des matières.
 - c. n'est pas intéressant du tout.

15. S'il y avait un club d'espagnol à l'école:
 - a. je n'en ferais sûrement pas partie.
 - b. je serais très intéressé(e) à en faire partie.
 - c. j'irais aux réunions de temps à autre.
16. Si j'en avais l'occasion, je suivrais des émissions en espagnol à la télévision:
 - a. jamais.
 - b. quelquefois.
 - c. le plus souvent possible.
17. S'il y avait des familles de langue espagnole dans mon entourage:
 - a. je leur parlerais espagnol aussi souvent que possible.
 - b. je leur parlerais espagnol de temps à autre.
 - c. je ne leur parlerais jamais en espagnol.
18. En comparant mes cours d'espagnol avec les autres cours à l'école, ce sont ceux que j'aime:
 - a. le plus.
 - b. le moins.
 - c. comme tous les autres.
19. Si j'avais l'occasion de parler espagnol à l'extérieur de l'école:
 - a. je ne parlerais jamais espagnol.
 - b. je le parlerais à l'occasion, en employant le français le plus possible.
 - c. je parlerais espagnol presque tout le temps: j'utiliserais le français seulement si c'était nécessaire.
20. Si j'avais l'occasion de voir une pièce de théâtre en espagnol:
 - a. j'y assisterais sûrement.
 - b. J'y assisterais si je n'avais rien d'autre à faire.
 - c. je n'y assisterais pas.

Merci pour votre précieuse collaboration !

APPENDIX B

Consent form

30 mai 2008

Cher/chère élève,

Par la présente, je sollicite ta collaboration pour participer à ma recherche de maîtrise sur l'apprentissage des langues. Ta participation consiste à remplir un questionnaire qui vise à identifier les situations favorables et moins favorables à l'apprentissage des langues chez des élèves de Secondaire 5. Les objectifs poursuivis dans cette recherche sont les suivants:

1. Examiner les facteurs favorables et moins favorables à l'apprentissage des langues.
2. Proposer des stratégies qui favoriseraient l'apprentissage des langues.

Remplir le questionnaire te prendra environ 45 minutes. Toutefois, il n'y a pas de limite de temps. Ne te sens donc pas stressé(e) par le temps. Ce n'est pas la rapidité qui compte mais tes réponses aux questions. En participant à cette recherche, tu ne cours aucun risque qu'il soit d'ordre physique, moral ou psychologique. De plus, ton identité sera codée afin d'assurer l'anonymat et la confidentialité des résultats. Afin de m'indiquer si tu es intéressé(e) à remplir le questionnaire, remplis l'encadré ci-dessous.

Je te remercie beaucoup pour ta collaboration.

Clarissa Flores Chong

Enseignante d'espagnol, Séminaire Saint-Joseph de Trois-Rivières

Étudiante à la maîtrise en éducation, UQTR

Je veux bien participer à la recherche sur l'apprentissage des langues ☐

Nom et prénom : _____

Date: _____

Signature: _____